



# High School Registration 2020-2021



## COURSE OF STUDY



ONSLOW  
COUNTY  
SCHOOLS



Board of Education  
Pamela E. Thomas, Chairman • Paul Wiggins, Vice Chairman  
Jeff Hudson • Bill Lanier • Ken Reddic • Earl Taylor • Bob Williams

Superintendent  
Barry D. Collins, Ed.D.

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Dear Parents and Students:

In Onslow County Schools, we believe every student should finish high school ready for college and career. To ensure our students have options and choices after graduation, they must take coursework which will meet post-secondary requirements and develop skills needed for entry into the workforce.

The information in this guide outlines available options and can be used for family discussions of pathways to college and career readiness. We encourage families to consider the various opportunities available, including Advanced Placement and International Baccalaureate classes, as well as Career & Technical Education courses and the arts. Onslow County Schools is fortunate to be able to provide many different opportunities for our students to build upon their own strengths and interests.

In these materials, students and parents will find an overview of available courses, innovative programs, and rigorous learning opportunities offered at our eight high schools. Also included are the North Carolina Graduation Requirements, offerings which address college access and credit, along with a variety of career interests and available certifications.

This course guide specifically identifies opportunities open to students for the 2020-2021 school year, including college-level courses provided in conjunction with Coastal Carolina Community College through the Onslow Early College High School and Career & College Promise (CCP). Both the Early College and CCP allow students to potentially complete up to two years of tuition-free college credit prior to high school graduation.

Beginning this school year, students in Onslow County Schools have been able to participate in advanced Career & Technical Education courses at the Eastern North Carolina Regional Skills Center. Information is included which outlines the advanced courses of study available to students in automotive technology, collision repair, culinary arts/hospitality, cyber literacy, welding and media graphics/game art design.

Students have many other opportunities to meet graduation requirements through honors, Advanced Placement and International Baccalaureate courses, specialized academies, career certification programs, and both the Onslow Virtual Academy and North Carolina Virtual Public School.

The daily work of the school system is driven by our vision of Excellence in Education and commitment to ensuring every student is college and career ready. Please join us in making the educational experience for your child the best it can be as we prepare our students for their future in Onslow County and the world.

Educationally,

Barry D. Collins, Ed.D.  
Superintendent, Onslow County Schools

## ONSLow COUNTY SCHOOLS PURPOSE, VISION, MISSION AND GOALS

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### PURPOSE

To educate students for a successful future.

### VISION

Excellence in Education

### MISSION

The Onslow County Schools community will prepare students to be globally competitive leaders and responsible citizens.

### GOALS

- OCS-1: Every student in the Onslow County School System has a personalized education and graduates from high school prepared for work, further education and citizenship.
- OCS-2: Every student in the Onslow County School System has excellent educators, every day.
- OCS-3: The Onslow County School System has up-to-date, effective and efficient financial, business, and technology systems to serve its students, parents and educators.
- OCS-4: Every student in the Onslow County School System is healthy, safe, and responsible.

### NORTH CAROLINA VISION

#### North Carolina State Board of Education

### VISION

Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen.

### Onslow County Schools Statement of Nondiscrimination

Onslow County Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Brendan Gartner, Executive Director, 200 Broadhurst Road, Jacksonville, NC 28540, (910) 455-2211. For further information on the notice of non-discrimination, you may call the U.S. Department of Education, Office of Civil Rights, at 1-800-424-3481.

Las escuelas del Condado de Onslow no discriminan basados en raza, color, acionalidad, sexo, discapacidad o edad en sus programas y actividades. La siguiente persona ha sido asignado para manejar e investigar alegaciones referebtea la politica de no discriminacion: Brendan Gartner, Directore Ejecutivo, 200 Broadhurst Road, Jacksonville, NC 28540, (910) 455-2211. Para mas informacion sobre el aviso de no discriminacion, usted puede llamar al Departamento de Educacion de los Estados Unidos, Oficina de Derechos Civiles, at1-800-424-3481.

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## HIGH SCHOOL PROFILES

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### **Dixon High School (DHS)**

Principal: Steve Clarke  
Assistant Principals: Jaime Bright & Kadren Davis  
160 Dixon School Road  
Holly Ridge, NC 28445  
910-347-2958  
910-347-3932 (Fax)  
[dhs@onslow.k12.nc.us](mailto:dhs@onslow.k12.nc.us)

### **Eastern North Carolina Regional Skills Center**

Director: John Shannon  
261 Northwest Corridor Blvd  
Jacksonville, NC 28540  
910-938-6702

### **Jacksonville High School (JHS)**

Principal: Maria Johnson  
Assistant Principal: Michelle Padgett  
1021 Henderson Drive  
Jacksonville, NC 28540  
910-989-2048  
910-989-2046 (Fax)  
[jhs@onslow.k12.nc.us](mailto:jhs@onslow.k12.nc.us)

### **Northside High School (NHS)**

Principal: Lynn Jackson  
Assistant Principals: Jeremy Amidon & Jaime Smith  
365 Commons Drive South  
Jacksonville, NC 28546  
910-455-4868  
910-455-4987 (Fax)  
[nhs@onslow.k12.nc.us](mailto:nhs@onslow.k12.nc.us)

### **Onslow County Learning Center (OCLC)**

Director: Felecia Walton  
Assistant Director: Dean Mastin  
P. O. Box 158 941  
Highway 172  
Hubert, NC 28539  
910-326-2305  
910-326-2208 (Fax)  
[oclc@onslow.k12.nc.us](mailto:oclc@onslow.k12.nc.us)

### **Onslow Early College (OECHS)**

Principal: James Strobe  
444 Western Boulevard  
Jacksonville, NC 28546  
[earlycollege@onslow.k12.nc.us](mailto:earlycollege@onslow.k12.nc.us)

### **Onslow Virtual Academy**

Director: Vikki Childress  
365 Commons Drive South  
Jacksonville, NC 28546  
910-455-2211 ext. 20234

### **Richlands High School (RHS)**

Principal: Brad Staley  
Assistant Principals: Cameron Custy & Frances Turner  
8100 Richlands Highway  
Richlands, NC 28574  
910-324-4191  
910-324-6888  
[rhs@onslow.k12.nc.us](mailto:rhs@onslow.k12.nc.us)

### **Southwest High School (SWHS)**

Principal: Tim Foster  
Assistant Principals: Kimberly McDuffie & Carl Cruthis  
1420 Burgaw Highway  
Jacksonville, NC 28540  
910-455-4888  
910-455-3949 (Fax)  
[swhs@onslow.k12.nc.us](mailto:swhs@onslow.k12.nc.us)

### **Swansboro High School (SBHS)**

Principal: Helen Gross  
Assistant Principals: Ryan Reagle & Colin Smith  
161 Queens Creek Road  
Swansboro, NC 28584  
910-326-4300  
910-326-1674 (Fax)  
[sbhs@onslow.k12.nc.us](mailto:sbhs@onslow.k12.nc.us)

### **White Oak High School (WOHS)**

Principal: Chris Barnes  
Assistant Principals: Kelley Warren & Carla Bradshaw  
1001 Piney Green Road  
Jacksonville, NC 28546  
910-455-1541  
910-938-2302 (Fax)  
[wohs@onslow.k12.nc.us](mailto:wohs@onslow.k12.nc.us)

**STATE AND LOCAL COURSE REQUIREMENTS FOR HIGH SCHOOL GRADUATION**

<b>Content Area</b>	<b>Future Ready Core For Ninth Graders Entering in 2020-2021 and Later</b>	<b>Occupational Course of Study (OCS)</b>
<b>English</b>	<b>4 Credits</b> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV</li> </ul>	<b>4 Credits</b> <ul style="list-style-type: none"> <li>English I</li> <li>English II*</li> <li>English III</li> <li>English IV</li> </ul>
<b>Mathematics</b>	<b>4 Credits</b> <ul style="list-style-type: none"> <li>C Math I, II &amp; III &amp; a fourth mathematics course to be aligned with the student's post high school plans.</li> </ul>	<b>3 Credits</b> <ul style="list-style-type: none"> <li>Introduction to Mathematics</li> <li>NC Math I*</li> <li>Financial Management</li> <li>NOTE: Credit shall be awarded for Math I, II, III if taken prior to the 2016-17 school year.</li> </ul>
<b>Science</b>	<b>3 Credits</b> <ul style="list-style-type: none"> <li>Earth/Environmental Science</li> <li>A Physical Science</li> <li>Biology</li> </ul>	<b>2 Credits</b> <ul style="list-style-type: none"> <li>Applied Science</li> <li>Biology*</li> </ul>
<b>Social Studies</b>	<b>4 Credits</b> <b>Prior to 2020-2021</b> <ul style="list-style-type: none"> <li>World History</li> <li>American History I and II or</li> <li>American History I or II &amp; another social studies credit or</li> <li>American History &amp; another social studies credit</li> <li>American History: The Founding Principles, Civics and Economics or Civic Literacy</li> </ul> <b>2020-21 AND LATER</b> <ul style="list-style-type: none"> <li>World History</li> <li>American History</li> <li>The Founding Principles of the USA &amp; NC: Civic Literacy</li> <li>Economics and Personal Finance</li> </ul>	<b>2 Credits</b> <b>Ninth graders entering in 2017-18 and later</b> <ul style="list-style-type: none"> <li>American History: Founding Principles, Civics and Economics</li> <li>American History I or American History II</li> </ul>
<b>World Languages</b>	Not required for graduation but 2 levels required for admission to the UNC System	Not required for OCS
<b>Health and Physical Education</b>	<b>1 Credit</b> <ul style="list-style-type: none"> <li>Health/Physical Education I</li> </ul>	<b>1 Credit</b> <ul style="list-style-type: none"> <li>Health/Physical Education</li> </ul>
<b>CPR</b>	Successful completion of CPR for all students' graduation 2015 and beyond	
<b>Electives Or Other Requirements</b>	<b>6 Credits</b> 2 elective credits of any combination from either <ul style="list-style-type: none"> <li>Career &amp; Technical Education (CTE)</li> <li>Arts Education</li> <li>World Languages</li> </ul> Any other subject area or cross-disciplinary courses (e.g. Social Studies, Science, Mathematics, English, World Languages, or Dual Enrollment)	<b>6 Credits</b> <b>Occupational Preparation:</b> <ul style="list-style-type: none"> <li>Occupational Prep I</li> <li>Occupational Prep II</li> <li>Occupational Prep III</li> <li>Occupational Prep IV***</li> <li>Completion of IEP objectives</li> <li>Career Portfolio required</li> </ul>
<b>Career/Technology</b>		<b>4 Credits</b> <ul style="list-style-type: none"> <li>Career/Technical Education electives</li> </ul>
<b>Arts Education</b>	DPI recommends at least one credit in an arts discipline, but is not required to meet graduation standards.	DPI recommends at least one credit in an arts discipline but is not required to meet graduation standards.
<b>Total Minimum Credits Required</b>	<b>22 Credits</b> (block schools)	<b>22 credits</b>

\* OCS courses aligned with Future Ready Core courses in English II, NC Math I, and Biology (New NC State Standards and new NC Essential Standards implemented in the 2012-13 school year).

\*\*For addition information CTE courses that meet requirements for selected Courses of Study, refer to the CTE Clusters chart located at: <http://www.ncpublicschools.org/docs/cte/standards/careerclusters2012.pdf>.

\*\*\*Students entering 9<sup>th</sup> grade in the 2014-2015 school year and after: completion of 150 hours school-based training, 225 hours community-based training and 225 hours competitive paid employment or unpaid vocational training, unpaid internships, paid employment at community rehabilitation facilities and volunteer and/or community service hours

## COURSE OF STUDY OVERVIEW

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Students entering high school make important decisions about their futures. The *Onslow County Secondary Course of Study* is a comprehensive document profiling the individual programs and courses of study at Onslow County's eight high schools. It is an effort to provide students, parents and school professionals with an instrument to assist students in the selection of courses for grades 9 through 12.

The Onslow County School System believes that every student should be well-informed prior to making decisions concerning course and concentration selection. For that reason, this Secondary Course of Study is designed to assist students and parents in making their secondary school experience pleasant, informative and, most importantly, successful. Students and parents/guardians are encouraged to utilize this information while working closely with school personnel to plan a sequence of courses which will serve to meet the academic needs and accomplish the career goals of the student. Parents are strongly encouraged to take an active role and work collaboratively with school personnel in their child's scheduling process. Teacher recommendations can also be helpful in making course selections.

This educational plan should be formulated carefully and should take into account such factors as the student's interests, abilities, educational and career goals. The courses students select will shape the educational experiences they receive during their high school careers. The choice of specific courses is the critical foundation for career and post-secondary preparation. The decisions made will have an important impact on each student's future. In today's highly competitive and increasingly global economy, it is imperative that every student be equipped with the competencies needed to participate fully in a knowledge-based, technologically rich and culturally diverse society. A high-quality secondary education is the springboard to a successful and rewarding future. By planning ahead for life's choices, a solid foundation is built. Therefore, students are encouraged to take the choices they make regarding high school very seriously. Every student should strive to high standards by taking a rigorous and well-rounded course load. Students and parents/guardians alike must realize that the high school transcript is the official record of every course taken in high school and will follow the student throughout their adult life.

The information contained in this Course of Study outlines graduation requirements, explains testing requirements and provides insight into long-range career/academic planning, as well as providing a listing of high school courses offered in Onslow County schools. Please become familiar with the information in this Course of Study and utilize it to make the most of the high school experience. Additional assistance in this regard is available through each school's Guidance Office.

### **How to Use This Course of Study**

1. Identify the requirements for graduation by reviewing the chart on page 6.
2. Read the course descriptions of both required courses and electives in which you are interested, and make sure you meet the prerequisites.
3. Use the 4-Year Plan developed by you and your counselor to select the courses you want to take.
4. Talk with your school counselors, Career Development Coordinators, and teachers for help with determining the courses you need. School staff members will make recommendations to you by using several criteria such as your previous performance, test scores, and the AP Potential results based on your PSAT information.
5. Utilize the results of the interest inventory from Ready Set Onslow to help make course selections.
6. Meet with your counselor to make your course selections. Have your parent/guardian double-check your selections to make sure you have registered for the courses you need.

## COURSE OF STUDY OVERVIEW

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### Schedule Changes

REGISTRATION IS A COMMITMENT to take the courses you have selected. Remember, when you complete your registration, you are requesting a specific course— NOT a specific teacher, time, or place. Every effort will be made to grant requests by linking you with schools which will offer special courses within guidelines to be established by the school board. You may choose the courses you would like to take in the next school year; however, your schedule may change pending final grades in the courses you are currently taking and your End-of-Grade (EOG) or End-of-Course (EOC) scores. Parent or guardian permission must accompany your request for schedule changes. By NC statute, final decisions for student placement rest with the school principal.





## GENERAL INFORMATION

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### Future-Ready Core

You should select your high school classes based on North Carolina graduation requirements and your college and career goals. Careful four-year planning will give you a challenging class schedule that meets all requirements and allows you to explore your interests. All students are expected to meet the graduation requirements outlined under the Future Ready Core Course of Study. For some students with disabilities, the Occupational Course of Study (OCS) will remain an option, as determined by the student's Individualized Education Program (IEP) Team, which includes the student and the parent/guardian.

**IMPORTANT . . .** Registration is the student's opportunity to request appropriate courses. All courses may not be available at the student's home school; however, every effort will be made to grant requests by linking students with schools offering those courses. Students should be careful to choose courses that align with their plans after high school. They should also make alternate choices with careful consideration. After the registration period is complete, students will have limited opportunities to change their course selections. All requests for course changes are not guaranteed once the registration period has ended.

### FOUR YEAR HIGH SCHOOL PLANNING: CAREER AND COLLEGE READINESS: READY, SET, ONSLOW

Onslow County Schools has selected Kuder, Inc. to provide education and career planning guidance to students in middle and high school. Kuder's award-winning, comprehensive, online resources have been proven effective at helping students plan for and achieve lifelong career success.

Each child has access to Kuder Navigator® (Navigator) through our Ready, Set, Onslow online resource. Ready, Set, Onslow uses research-based inventories to help students identify career interests, skills confidence, and work values. Students can also invite their parents to follow their work by setting up a **free parent account**.

Students and parents can:

- Generate four-year high school course plans.
- Explore all options for life-after-high school.
- Manage college applications, scholarships, and credentials.
- Prepare for and practice college entrance exams, such as the ACT, SAT, and more.
- Build resumes, cover letters, professional reference lists, and other items needed during the job search process.
- Create, save, and share online portfolios, or e-Profiles. Visit <http://readysetonslow.kuder.com>

### EARLY GRADUATION

Early Graduation is a major decision that requires principal approval. Choosing to graduate early may have a significant impact on available post-high school education and employment options. The decision should be well-planned and thoughtfully made only after careful consideration by both the student and parents. The school's guidance counselor will be able to provide post-secondary options available to early graduates. Students who have completed all a graduation requirement may request to graduate early, either at the mid-year of their senior year or the end of their junior year. The student's grade classification will be based on the OCS high school promotion standards. Diplomas are awarded only at the end of the school year.

## GENERAL INFORMATION

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### Diploma Endorsements

Students enrolled in North Carolina high schools shall have the opportunity to earn Endorsements to their High School Diploma that identify a particular area of focused study, beginning with the graduating class of 2019-2020. The earning of endorsements shall be based on the following criteria:

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

These endorsements are earned by completing specific coursework, maintaining a minimum grade point average, hitting ACT or SAT reading markers, and earning additional industry certification- career endorsement only. For specific information on the requirements to earn the Career Endorsement, College Endorsement, College/UNC Endorsement, NC Academic Scholars Endorsement or Global Languages Endorsement, please visit the Diploma Endorsements webpage at <http://www.ncpublicschools.org/curriculum/scholars>.

#### I. Career Endorsement:

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

#### II. College Endorsement:

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

## GENERAL INFORMATION

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### III. College/UNC Endorsement

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

### IV. North Carolina Academic Scholars Endorsement:

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

### V. Global Languages Endorsement

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

## GENERAL INFORMATION

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4. Students may earn more than one Endorsement.
5. Students are not required to earn an Endorsement in order to receive a diploma.
6. The implementation of this policy is required for all Local Education Agency high schools.

### **SAT SCHOLARSHIP PROGRAM**

#### **Sponsors for Academic Talent, Inc. (SAT)**

Since 1985, Sponsors for Academic Talent, Inc. (SAT), in cooperation with Onslow County Schools, has rewarded Onslow County high school seniors for academic excellence. This award includes a recognition dinner, a trophy and a \$500 or \$1000 scholarship. Additional information is available in the front office of each High School. The criteria for receiving this scholarship are as follows:

1. Any senior enrolled in one of the seven Onslow County High Schools who has met the requirements shall be eligible.
2. Senior must be eligible for an Academic Scholars Diploma.
3. Senior has been enrolled in Onslow County Schools for at least one full year.
4. Earn a composite score of 1100 or higher on the Scholastic Aptitude Test (SAT) in reading and math only or a combined score of 23 on the ACT.
5. Senior has a weighted GPA of **3.50** or higher.
6. Senior has completed 75 (for the \$500 scholarship) or 100 (for the \$1000 scholarship) approved and documented hours of community service.

There is a **Sponsors for Academic Talent (SAT)** coordinator at each high school. Please contact the school office for additional information if you are interested in pursuing this scholarship.

# PREPARING FOR COLLEGE IN NORTH CAROLINA

## POST-SECONDARY EDUCATION

### The University of North Carolina Seventeen Constituent Universities

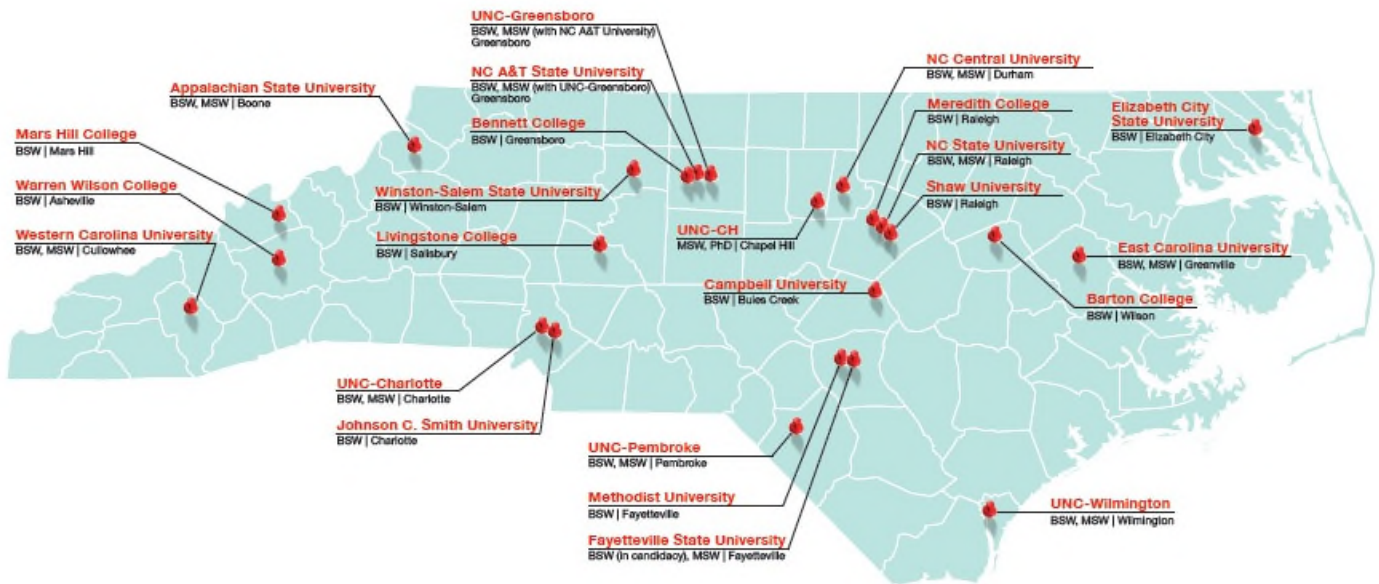
- Appalachian State University
- East Carolina University
- Elizabeth City State University
- Fayetteville State University
- North Carolina Agriculture & Technical State University
- North Carolina Central University
- North Carolina School of the Arts
- North Carolina State University
- North Carolina School of Science & Mathematics
- University of North Carolina at Asheville
- University of North Carolina at Chapel Hill
- University of North Carolina at Charlotte
- University of North Carolina at Greensboro
- University of North Carolina at Pembroke
- University of North Carolina at Wilmington
- Western Carolina University
- Winston-Salem State University

### Minimum Admission Requirements at the Seventeen Campuses of the University of North Carolina system:

- Four (4) English Courses (English I, English II, English III & English IV)
- Two (2) Languages (at least two units of one Global Language)
- Two (2) Social Studies (US History + one additional course)
- Three (3) Sciences (one life or biological science, one physical science and at least one laboratory science)
- Four (4) Math Courses (Math I, Math II, Math III, and a mathematics course with Math III as a pre-requisite).

### The UNC System Admission Requirements

Year	GPA	Minimum SAT	Minimum ACT Composite
Fall of 2013 and Beyond	2.5	880	17



## COURSE INFORMATION

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### Course Credits

Specific courses required for high school graduation may be taken in middle school. Students enrolled in grades 6 through 8 who pass eligible courses (see State Board of Education (SBoE) policy CCRE-001) that are described in the North Carolina Standard Course of Study for grades 9 through 12 will receive high school credit. The student's high school GPA will be computed only with courses taken during the high school years (9th–12th grades). Grades for courses taken while in middle school are not part of the high school GPA calculation.

### Repeating a Previously Failed Course

In alignment with State Board of Education policy CCRE-001, high school students who have failed a course for credit can repeat the course. Beginning in the 2015–16 school year for, students who initially fail a high school course and repeat the full course (not credit recovery) and earn a passing grade, the passing grade will replace the failing grade in GPA calculation. Students who repeat a course for credit and pass it only earn credit toward graduation once.

### Course Load

Students are expected to attend school full time and to be enrolled in a full load of courses. Exceptions are made for students approved for work-based learning experiences taken in conjunction with Career & Technical Education courses and for those taking dual enrollment courses at Coastal Carolina Community College.

### Withdrawal from an EOC Course

The 10/20 Day Rule was established by the State Board of Education upon the recommendation of the Compliance Commission for Accountability. Policy TEST-003 states that students may drop a course with an end-of-course (EOC) test within the first 10 days of a block schedule or within the first 20 days of a traditional schedule. The 10/20 Day Rule was established to prohibit the removal of students from EOC courses later during the instructional year to avoid the impression that a school might have deliberately circumvented the requirement to test all students enrolled in EOC courses.

Exceptions to the 10/20 rule are allowed in individual cases where circumstances are in the best interest of the student to be removed from a course requiring an EOC assessment. These cases should be evaluated individually, and consideration should be given to make certain the accountability of the school is not being compromised. Some examples of acceptable individual withdrawals after the 10/20 day include the following:

1. Transfer student inappropriately placed in an EOC course. If a student transfers into a school and his or her records do not arrive until after the 10/20 days respectively to inform a proper placement decision, the school has the latitude to withdraw the student if the student was inappropriately placed in an EOC course.
2. Student is withdrawn from a course to enroll in a higher-level course. Occasionally, a student may be better served to withdraw from an EOC course and enroll in a higher-level course. In such cases, the student takes the appropriate test for the higher-level course; the school remains accountable the higher-level course. Students must not be withdrawn from an EOC course and enrolled in a higher-level course within the last six weeks of the course.
3. There is a valid medical reason for removing a student from an EOC course. In rare cases, an individual student may be deemed medically fragile because of a significant medical emergency or condition, such as an accident that incapacitates the student for an extended period of time. In such instances, it may be in the student's best interest to be withdrawn from a course.

For all situations, the principal of the school should review each case individually and decide in consultation with the teacher and parent/guardian whether withdrawal is necessary. If it is determined the student should be withdrawn from the course (after the 10 days), the school must request approval from the North Carolina Department of Public Instruction Director of Accountability Services via the district Research & Accountability Department.

## COURSE INFORMATION

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### Grading Scale

OCS requires all parents/guardians to be informed at regular intervals on the academic progress of their children. In addition to the regular report cards, interim progress reports will be issued during the six-week grading period to inform parents/guardians and invite cooperation when it appears students are making unsatisfactory progress or have been absent from school an excessive number of days.

Grades shall reflect a student’s progress in meeting the objectives of a specified curriculum or course. Teachers shall keep accurate records which reflect how they have determined each student’s grades. Grades shall be weighted for honors, AP, and IB courses.

The superintendent or his/her designee shall issue regulations to ensure that the grading system is uniform at all grade levels throughout the school system.

<b>GRADING SCALE</b>			
<i>Effective with the 2015-2016 school year</i>			
<b>GRADING SCALE</b>			
	A = 90–100	D = 60–69	
	B = 80–89	F = 59 and below	
	C = 70–79	I = Incomplete	
<i>Effective for the entering 9<sup>th</sup> grade class of 2015-2016 (NC SBoE policy GSC-L-004)</i>			
Quality Points Letter Grades	Standard Courses	Honors Courses	AP/IB Courses
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1.5	2
F	0	0	0
<i>Effective for students entering 9<sup>th</sup> grade prior to 2015-16</i>			
Quality Points Letter Grades	Standard Courses	Honors Courses	AP/IB Courses
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0

## COURSE INFORMATION

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### Recommended Grade Classification

To be classified as a:

**SOPHOMORE:** A student must have earned 6 credits

**JUNIOR:** A student must have earned 12 credits

**SENIOR:** In rare instances students must have a minimum of 14 credits.

A student will be classified by individual contracts to determine the necessary credits to graduate within a specified program and with the minimum number of required credits.

### Concentrated Block Curriculum Schedule

Onslow County Schools follows a concentrated block curriculum schedule. Students have the opportunity to earn eight units of credit during one academic year (two semesters). More credits may be earned through the utilization of extended opportunities such as NCVPS, OVA and Career and College Promise.



## NORTH CAROLINA TESTING

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### ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE EXAMS

Onslow County high schools offer a number of Advanced Placement (AP) and International Baccalaureate (IB) courses. These courses are designed for students who are ready for the rigor of college-level work and are willing to dedicate significant time outside of class to be academically successful at a high level. AP/IB classes may require summer reading, after school or weekend labs and additional review sessions. Students are encouraged to begin AP/IB courses as soon in their high school career as appropriate. Students are encouraged to take the most rigorous courses offered in their schools in preparation for AP/IB courses. Students are also encouraged to sign up for and take the AP or IB exam associated with the courses they take. North Carolina pays the fee for AP and IB exams as long as the student has been enrolled in the course during the current school year. Transferable college credit may be earned by attaining the required scores on the national AP or International IB exams. Students should consult with their chosen college to determine the test grade required to receive credit at that institution. Standards vary across the state and the nation.

### STATE ASSESSMENTS

- **End-of-Course Assessments (EOC):** The North Carolina Accountability Program mandates testing in all end-of-course offerings where a state assessment is available. Students are required to take the assessment which is administered as a final exam and counts as 25 percent of the student's final grade. Students must take the assessment in order to receive credit for the course. Additional information on this process may be found on the Department of Public Instruction website, [www.ncpublicschools.org](http://www.ncpublicschools.org).
- **Career and Technical Education State Assessment:** The Career and Technical Education Program of Studies mandates testing in all Career and Technical Education classes. Students are required to take the assessment which is administered as a final exam and counts 25 percent of the student's final grade.
- **WorkKeys®** is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce. **WorkKeys®** helps ensure that individuals are ready for work—and for life. If students are going to be adequately prepared for the workforce, they need to understand the requirements for jobs they are considering. **WorkKeys®** helps students determine the skill levels required for various jobs. Students identified as completing a cluster in their senior year (and/or junior year if designated as an early graduate) are **required** to participate in the **WorkKeys®** assessment.
- **PreACT®:** The **PreACT®** program helps 10th graders build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years. All students enrolled in PowerSchool in grade 10 will be **required** to participate in the administration of **PreACT®**.
- **ACT®:** The **ACT®** test assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test measures skill in planning and writing a short essay. All students identified in PowerSchool in 11th grade will be **required** to participate in **ACT®**.

## ACT ACADEMY: PREPARING FOR COLLEGE ENTRANCE EXAMS

<https://academy.act.org/>

North Carolina provides free, in-school opportunities for each student to take the Pre-ACT and ACT exam. In order to practice and prepare to perform, students now have access to educational resources aligned to your classroom learning and ACT topics. ACT® Academy™ is a **free, online instructional content platform** for students and K-12 educators from the college and career readiness experts at ACT®.

ACT Academy includes:

**FREE online ACT test prep** for students with personalized, self-guided plans based on test results from the PreACT and the ACT. Official ACT practice tests are included.

- The ACT Academy “smart library” of resources accurately aligns content to learning goals that can be personalized to each student or the whole classroom. Discover your students’ strengths and challenges through assessments, giving them access to the most relevant, effective content they need at just the right time.
- Over 500,000 of the best educational videos, games, assessments, homework assignments, and lesson plans, all in one place and seamlessly integrated into your school’s instruction.



### PSAT

The PSAT, a preliminary test for the SAT, offers students valuable testing experience and specific feedback on test results. *In order to qualify for National Merit Scholarship or National Achievement, the student must take the test during the junior year.* Students are encouraged to take the PSAT in the ninth or tenth grades, study their results carefully and retake the test in the junior year.

### SAT I

The SAT is a college admissions tests. Students may obtain possible SAT I administration dates through their counseling office. Students should consult the counseling office to receive information about SAT review opportunities. Information on the SAT is outlined at [www.collegeboard.org](http://www.collegeboard.org).

### SAT II

The SAT II is a series of tests that are required by some colleges for admission and/or placement. Students should consult their selected college for specific requirements.

## PERSONALIZED ACADEMIC PROGRAMS

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### Programs for Exceptional Students

*\*Enrollment in these courses is dependent on the student's graduation pathway and the goals as determined by the student's Individual Education Program (IEP).*

Exceptional students are students who have been determined eligible for services under IDEA in at least one of 14 areas of disability. A multidisciplinary team develops and monitors an Individual Education Plan (IEP) for identified students that provides for accommodations, modification, and services that ensure identified students have access to the general curriculum and make progress in targeted goal areas. Onslow County Schools is committed to ensuring that a continuum of placements is available to meet each individual student's need. The majority of exceptional students are participating in the Future Ready Course of Study leading to a high school diploma. A select group of students with greater needs participate in the Occupational Course of Study which also leads to a high school diploma. Students participating in this pathway complete academic work and vocational training along with 600 hours of work experience (150 school hours, 225 community hours, and 225 hours from either a job, internship, or volunteer experience). The most significantly impacted students with delays across domains participate in the North Carolina Extensions to the Standard Course of Study which leads to a Graduation Certificate. This pathway focuses on functional academics and skills needed to be as independent as possible in life after high school. For more information pertaining to the different curriculum pathways and their requirements, please contact your child's exceptional needs teacher/case manager, the school administrator, or the Exceptional Children Services district office.

All general courses are available for exceptional students on the Future Ready Course of Study, with no unique designation in the course guide or on transcripts. Classes for students following the Occupational Course of Study will show "BXOC" and North Carolina Extended Content Standards will have "AXOC" in their prefix. In addition, the following courses are available to exceptional students according to their graduation pathway and individual needs:

### **Additional elective courses only for exceptional students following the Future Ready Course of Study**

#### **SUPPORT FOR INTERVENTIONS ENGLISH**

This course is designed to give individualized support for students who have been identified to need assistance in the areas of reading and writing by their IEP team.

#### **SUPPORT FOR INTERVENTIONS MATH**

This course is designed to give individualized support for students who have been identified to need assistance in the areas of math calculation and computation by their IEP team.

#### **SUPPORT FOR INTERVENTIONS SOCIAL SKILLS**

This course is designed to give individualized support for students who have been identified to need assistance in the areas of social skills and behavior by their multidisciplinary team.

### **Additional core and elective courses only for exceptional students following the Occupational Course of Study**

#### **APPLIED SCIENCE**

This course provides an overview of basic science topics. Areas of focus include forces and motion, the properties of matter, the uses and dangers of common chemicals and the positive and negative effects that humans have had on the environment.

#### **FINANCIAL MANAGEMENT**

Students will learn the important skills needed to be financially responsible. This course covers wages, taxes, the use of credit and the types of insurance needed when living independently. Students will also apply math skills needed in consumer spending.

## PERSONALIZED ACADEMIC PROGRAMS

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### **OCCUPATIONAL PREPARATION**

Students will learn the attitudes and habits that are needed to obtain and maintain employment in their career choice.

Students will learn job-seeking skills, work ethic and decision-making skills while participating in school-based work hours.

### **OCCUPATIONAL PREPARATION**

Students will develop skills generic to all careers: communication, stamina, teamwork and self-management. These skills and those learned in Occupational Preparation I will continue to be refined as students continue to work on school-based work hours and begin to participate in community-based hours.

### **OCCUPATIONAL PREPARATION**

Students continue to hone their work skills while continuing to earn work hours for graduation. Work-based activities allow students multiple opportunities to build leadership and self-determination skills.

**Additional core and elective classes only for exceptional students following the NC Extensions Pathway leading to a Graduation Certificate**

### **LIFE SCIENCE**

Students will learn basic steps for living healthy. Emergency preparation, basic first aid and nutritional eating are covered to help students gain functional independence.

### **CIVICS AND GOVERNANCE 1**

Students will explore the roles of authorities have in enforcing rules and laws for the common good. Students will also explore their individual rights and how they are impacted by laws.

### **CIVICS AND GOVERNANCE 2**

Students will continue to explore individual rights and rules and laws in place for the common good. Students will also learn how to be an active citizen in their town.

### **OCCUPATIONAL PREPARATION**

Students will synthesize all the skills acquired in previous Occupational Preparation courses and apply them to their personal career choice. This course also provides students with the time to finish completing work hours required for successful completion of the Occupational Course of Study.

Students will also develop a job portfolio that provides a record of their high school experience.

### **CAREER TRAINING**

This course is designed to provide on-the-job work experiences to parallel the Occupational Course of Study classroom instruction. This elective can be used to assist students in finishing the hours required for successful completion of the Occupational Course of Study.

### **NC ELECTIVE HEALTH, SAFETY, INDEPENDENT LIVING**

Students will learn functional life skills to support participation in recreational/leisure activities.

### **NC VOCATIONAL PREPARATION**

Students will explore the skills needed for workplace readiness and career preparation.

For more information regarding Exceptional Children Services, please contact Dr. Shannon White at (910) 455-2211 ext.20203 or [Shannon.white@onslow.k12.nc.us](mailto:Shannon.white@onslow.k12.nc.us)

## PERSONALIZED ACADEMIC PROGRAMS

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### English Learner Program

The **English Learner (EL) Program** helps ensure that “students identified as limited English proficient (LEP) attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all students are expected to meet.” (No Child Left Behind Act of 2001). EL services are available to any student who is enrolled in an Onslow County school (grades K-12) and who has been assessed and identified as limited English proficient.

For more information regarding English Learner Program, please contact Mr. Dwayne Snowden at (910) 455-2211 ext.20208 or [Dwayne.snowden@onslow.k12.nc.us](mailto:Dwayne.snowden@onslow.k12.nc.us)

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### College and Career Promise

Career & College Promise (CCP) is North Carolina’s dual enrollment program for high school students. This program allows eligible NC high school students to enroll in college classes at North Carolina community colleges and universities through their high school. Students who successfully complete college courses earn college credit they can take with them after graduation. In many cases, students can also earn dual credit — meeting high school graduation requirements with college courses. Career & College Promise offers students the option to choose from these pathways:

**College Transfer** — Designed for students planning to continue their educational career beyond high school to eventually achieve an Associate’s or Bachelor’s degree at a community college or university.

**Career & Technical Education** — Allows students to begin a certification or diploma program in a particular technical field or career area.

**Cooperative Innovative High Schools** — North Carolina’s early colleges and other innovative schools are small public high schools, usually located on the campus of a university or community college, where students simultaneously work toward completion of both the high school diploma and an associate’s degree, transferrable credit or certificate.

Career & College Promise offers North Carolina high students options to pursue educational and career goals of their choice using a rigorous yet supportive structure designed to help them become successful.

For more information about the Career and College Promise program, including courses offered and eligibility requirements, please visit the Career and College Promise webpage at <https://www.coastalcarolina.edu/academics/ccpp/> or call Michael Elder at (910) 455-2211 ext.20264.

More information regarding CCP can be found in the final section of the Course Study Guide.

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### Credit by Demonstrated Mastery (CDM)

In Onslow County Schools, Credit by Demonstrated Mastery (CDM) allows students to show deep understanding of content and processes in most high school courses. CDM is for students who have mastery over all or the vast majority of course content prior to receiving instruction. This understanding will be shown through a multi-phase process which will include an examination and a product. Student work on each element will be assessed to determine if it reaches the level necessary to receive course credit. ***Students who demonstrate mastery will receive course credit, but not grade points.*** Students may only attempt CDM for a course one time. CDM should be completed at least one semester in advance of any schedule changes. Students and families should carefully consider the long term scheduling implications when considering CDM. High school courses offered at the middle school level can also be considered for CDM. Students and families interested in CDM should contact their school counselor. For more information regarding CDM in Onslow County please visit the county website at [www.onslow.k12.nc.us](http://www.onslow.k12.nc.us) or contact Michael Elder at (910) 455-2211 ext. 20264 or [michael.elder@onslow.k12.nc.us](mailto:michael.elder@onslow.k12.nc.us).

## PERSONALIZED ACADEMIC PROGRAMS

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### Instruction for Gifted Students

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Students are often identified as Academically or Intellectually Gifted (AIG) during the elementary school years. Screening, testing, and gifted identification can, however, be requested throughout middle and high school. Curricula for the highest ability students follows the NC Standard Course of Study and a variety of differentiation techniques are utilized to meet the needs of gifted students. Gifted students receive guidance in alignment with the courses that will best meet his/her gifted area as well as interests. This plan is referred to as the Differentiated Education Plan or Academic Blueprint and is updated annually with the input of teachers, parents, and the student. Coursework is one form of differentiation. Gifted children are encouraged to take courses that will challenge their academic potential at the Honors, Advanced Placement (AP), and/or International Baccalaureate (IB) level. Students are also encouraged to enroll in challenging Career and Technical Education (CTE) programs of study that align with future plans. Gifted specialists and school counselors provide services and counseling which specifically address the social and emotional needs of gifted children. In addition, gifted specialists and counselors seek to meet the social and emotional needs of gifted students through individual and small group counseling as needed.

At the middle and high school level, enrichment opportunities can also be a way to reach the needs of gifted students. AIG students are encouraged to take advantage and apply for Odyssey of the Mind, Science and Engineering Fair, Battle of the Books, and a variety of other opportunities. Programs such as the North Carolina Governor's School, the North Carolina School of Science and Math, Summer Ventures, and advanced coursework through North Carolina Virtual Public School are also offered as resources that meet the varied needs of gifted learners. It is the belief of Onslow County Schools that gifted students are gifted all day, every day and therefore instruction must be modified in all courses to challenge gifted students. Gifted specialists are available to assist students at each middle and high school.

For more information about the Academically or Intellectually Gifted program, please contact Michael Elder at (910) 455-2211 ext. 20264 or [michael.elder@onslow.k12.nc.us](mailto:michael.elder@onslow.k12.nc.us).

## PERSONALIZED ACADEMIC PROGRAMS

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### **e-Learning (Online) Opportunities**

#### **North Carolina Virtual Public School (NCVPS)**

The purpose of the NCVPS is to provide online, e-Learning opportunities to North Carolina middle and high school students. **This opportunity is available at no cost to students.**

Onslow County students are eligible for e-Learning courses if they are enrolled two face-to-face periods a day on an Onslow County High School campus. Contact a school counselor for enrollment policies and procedures. Administrative approval is required prior to enrollment in NCVPS courses.

Students may enroll in courses that are unavailable at their school and for courses that augment their local school's program of study. There are a variety of available options including:

- Advanced Placement courses not offered on the school campus.
- Courses required for graduation that are at capacity on the school campus.
- Courses for homebound/hospital-bound students who wish to graduate on time.
- Courses to enable three-year high school graduation.

All NCVPS courses are taught by highly qualified North Carolina licensed teachers. Students enroll through their local districted high school, grades are reported to their school, and their districted school awards credit. The courses use learning management and collaborative software to maximize student interaction in each class. NCVPS teachers use the latest technologies to engage students as well as prepare them to be career and college ready.

Students (and their parents/guardians) interested in enrolling in an e-Learning course should become familiar with the information and course catalog found on the NCVPS website: <http://www.ncvps.org>. An e-Learning (online) environment requires that students be personally responsible in terms of meeting deadlines, be independently motivated, possess proficient reading, writing and computer skills and have an organized approach to study.

#### **North Carolina School of Science and Mathematics (NCSSM)**

The Onslow County School System offers its students a selection of Interactive Video-Conference (IVC) courses provided by the NCSSM. The IVC courses are advanced opportunities in mathematics, science, humanities and supplement the local school offerings. Students must be recommended by their school administration. See your school counselor for more information. **This opportunity is available at no cost to students.** <https://www.ncssm.edu/>

## EASTERN NORTH CAROLINA REGIONAL SKILLS CENTER

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The Eastern North Carolina Regional Skills Center (ENCRSC) is a state-of-the-art facility designed to bring the resources of many Career and Technical Education (CTE) programs together in one central location to serve a larger audience from many high schools as opposed to a program that is offered at one or a few high schools. As a joint initiative between Onslow County Schools and neighboring school districts, students from Duplin County Schools, Jones Senior High School and Lejeune High School have been invited to attend the ENCRSC to take advantage of these regional resources as well.

Courses at the ENCRSC are available to students in grades 9<sup>th</sup> - 12<sup>th</sup>. Student may enroll for courses at the ENCRSC during the traditional registration process at their respective schools. Acceptance into the various courses will be determined by available classroom/shop space once the registration process is complete. Enrollment into the ENCRSC course is not a guarantee. Please work with your child's school counselor to register for ENCRS courses.

Transportation to and from the ENCRSC is provided by the respective school districts or students may drive themselves based on an agreement with their school district and the ENCRSC.

The courses are double-blocked so the students will attend 2 9-week classes during a semester and receive 2 credits. This structure permits a student to complete a 4-course sequence over 2 semesters. With this in mind, registration for courses is completed in pairs. Be sure to list both courses when you fill out your registration information.

Our programming is designed to prepare students with the skills to obtain industry recognized credentials. Alignment with the partnering community colleges will be expanded to include future opportunities for the students who complete the ENCRSC courses.

CTE Advanced Studies and CTE Internships are also a possibility for students who complete the sequence available and who want to further their experiences in their chosen field. Internships will be determined on an individual basis.

Students should utilize their 4-year plan to identify the most effective time to enroll in the ENCRSC courses as they prepare for their future careers or post-secondary education plans

The ENCRSC is a training ground for the future regional workforce with an emphasis on motivation, employability skills, real-life interaction with an industry-level instructor and mature students looking to gain a step up as they prepare to enter the world of work or post-secondary education.

We look forward to having you here at the ENCRSC.

For more information about the courses, career clusters and pathways they align with, speak with your Career Development Coordinator or School Counselor.





## Eastern North Carolina Regional Skills Center

The Eastern North Carolina Regional Skills Center (ENCRSC) is a state-of-the-art facility designed to bring the resources of many Career and Technical Education (CTE) programs together in one central location to serve a larger audience from many high schools as opposed to a program that is offered at one or only a few high schools. This collaborative effort will also involve students from neighboring school districts. Students from Duplin County Schools, Jones Senior High School and Lejeune High School have been invited to attend the ENCRSC to take advantage of these regional resources as well. Currently ENCRSC offers the following pathways: Automotive Services, Collision Repair, Culinary Arts, Healthcare Professional, Game Art/Animation and Design, Network Security, and Welding.

Automotive Services Career Pathway (AUTO)			
Prerequisite	Concentrator	Career Pathway Major	Schools
IT16 Automotive Service I & IT11 Automotive Service Fundamentals	IT17 Automotive Service II & IT18 Automotive Service III	CTE Advanced Studies OR CTE Internship	ENCRSC

### AUTOMOTIVE SERVICE FUNDAMENTALS

This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing, and basic testing of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

<b>Course Number:</b>	IT112X0C	<b>Pathway:</b>	Automotive Services
<b>Prerequisite:</b>	Must enroll in IT16 Automotive Service I concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	None		

### AUTOMOTIVE SERVICE I

This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing, and basic testing of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

<b>Course Number:</b>	IT162X0C	<b>Pathway:</b>	Automotive Services
<b>Prerequisite:</b>	Must enroll in IT11 Automotive Service Fundamentals concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	None		

### AUTOMOTIVE SERVICE II

This course builds on the knowledge and skills introduced in Automotive Servicing I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

<b>Course Number:</b>	IT172X0C	<b>Pathway:</b>	Automotive Service
<b>Prerequisite:</b>	IT16 Automotive Service I Must enroll in IT18 Automotive Service III concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	ASE Entry-Level Certification Maintenance and Light Repair ASE Entry-Level Certification-brakes		

### **AUTOMOTIVE SERVICE III**

This course builds on the skills and knowledge introduced in Automotive Service I & II. Building advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

<b>Course Number:</b>	IT182XOC	<b>Pathway:</b>	Automotive Service
<b>Prerequisite:</b>	Must enroll in IT17 Automotive Service II concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	ASE Auto Maintenance and Light Repair Certification (G1) ASE Entry-Level Certification- Electrical/Electronic Systems		

<b>Collision Repair Career Pathway (COLL)</b>			
<b>Prerequisite</b>	<b>Concentrator</b>	<b>Career Pathway Major</b>	<b>Schools</b>
IT31 Collision Repair I & IT30 Collision Repair Fundamentals	IT32 Collision Repair II Non-Structural & IT33 Collision Repair II Refinishing	CTE Advanced Studies OR CTE Internship	ENCRSC

### **COLLISION REPAIR FUNDAMENTALS**

This course introduces safety, basic collision repair terminology, system and component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information.

<b>Course Number:</b>	IT302XOC	<b>Pathway:</b>	Collision Repair
<b>Prerequisite:</b>	Must enroll in IT31 Collision Repair I concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	None		

### **COLLISION REPAIR I**

This course focuses on non-structural repairs to automobiles. Using curriculum materials from the industry recognized I-CAR organization, students will learn about trim and hardware, material identification, steel cosmetic, straightening and plastic repair, moveable glass replacement, and bolted-on parts replacement.

<b>Course Number:</b>	IT312XOC	<b>Pathway:</b>	Collision Repair
<b>Prerequisite:</b>	Must enroll in IT32 Collision Repair Fundamentals concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	None		

### **COLLISION REPAIR II – NON-STRUCTURAL**

This course continues the focus on non-structural repairs to automobiles. Using curriculum materials from the industry recognized I-CAR organization, students will learn additional information about trim and hardware, material identification, steel cosmetic straightening and plastic repair, moveable glass replacement, and bolted-on parts replacement

<b>Course Number:</b>	IT322XOC	<b>Pathway:</b>	Collision Repair
<b>Prerequisite:</b>	Must enroll in IT33 Collision Repair II - Refinishing concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	I-CAR Platinum- Non-Structural Technician		

### **COLLISION REPAIR II – REFINISHING**

This course focuses on refinishing automobiles. Using curriculum from the industry recognized I-CAR organization, students will learn about repairing and priming vehicles and vehicle parts; use and maintain a spray gun; mix, store, and dispose of hazardous materials; understand the corrosion protection process; sand, buff, and detail a refinished vehicle.

<b>Course Number:</b>	IT332XOC	<b>Pathway:</b>	Collision Repair
<b>Prerequisite:</b>	Must enroll in IT32 Collision Repair II – Non-Structural concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	I-CAR Platinum- Non-Structural Technician		

Culinary Arts Applications Career Pathway (CULA)			
Prerequisite & Concentrator	Career Pathway Major	Career Pathway Major	Schools
FH10 Culinary Arts & Hospitality I & FH11 Culinary Arts & Hospitality II Applications	FH13 Culinary Arts & Hospitality III & FH14 Culinary Arts & Hospitality IV Applications	CTE Advanced Studies OR CTE Internship	ENCRSC

**CULINARY ARTS AND HOSPITALITY I**

This course is designed to introduce students to the hospitality and food service industry by learning about components of professional practice and building basic knowledge and skills in food preparation, garde manger, baking, and food service operations. The introduction includes students learning food safety, breakfast cookery, salads and sandwiches, quick breads and cookies, and dining room service.

<b>Course Number:</b>	FH102X0C	<b>Pathway:</b>	Culinary Arts Applications
<b>Prerequisite:</b>	Must enroll in FH11 Culinary Arts & Hospitality II concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	Certified Food Protection Manager		

**CULINARY ARTS AND HOSPITALITY II APPLICATIONS**

This course is designed for students to demonstrate their knowledge and skills in basic food preparation, garde manger, baking and food service operations by planning and executing the program’s school-based enterprise. The experience includes students preparing and selling breakfast items, salads and sandwiches, and quick breads and cookies while applying safety, sanitation, and guest service skills.

<b>Course Number:</b>	FH112X0C	<b>Pathway:</b>	Culinary Arts Applications
<b>Prerequisite:</b>	Must enroll in FH10 Culinary Arts & Hospitality I concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	Certified Food Protection Manager		

**CULINARY ARTS AND HOSPITALITY III**

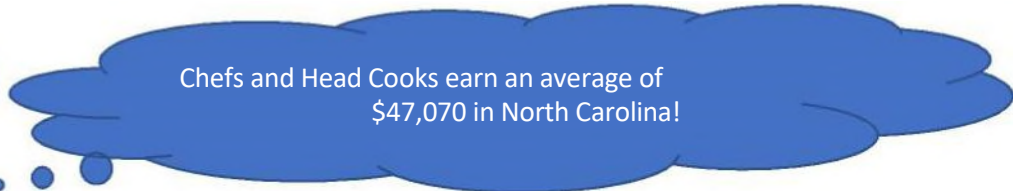
The course is designed for students to further develop their knowledge and skills through learning about advanced food preparation, garde manger, baking and pastry, and food service operations. The experience includes students learning cooking techniques, food preservation, yeast breads and pastries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

<b>Course Number:</b>	FH132X0C	<b>Pathway:</b>	Culinary Arts Applications
<b>Prerequisite:</b>	Must enroll in FH14 Culinary Arts & Hospitality IV Applications concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	ProStart Certificate of Achievement		

**CULINARY ARTS AND HOSPITALITY IV APPLICATIONS**

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

<b>Course Number:</b>	FH142X0C	<b>Pathway:</b>	Culinary Arts Applications
<b>Prerequisite:</b>	Must enroll in FH13 Culinary Arts & Hospitality III Applications concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	ProStart Certificate of Achievement		



Game Art Design Career Pathway (GAAR) & Digital Design and Animation Career Pathway (DIDE)			
Prerequisite	Concentrator	Career Pathway Major	Schools
TS24 Digital Design and Animation I & TS31 Game Art Design	TS25 Digital Design and Animation II & TS32 Advanced Game Design	CTE Advanced Studies OR CTE Internship	ENCRSC

### **ADVANCED GAME ART AND DESIGN**

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

Course Number:	TS322X0C	Pathway:	Game Art Design
Prerequisite:	TS31 Game Art and Design Must enroll in TS25 Digital Design and Animation II concurrently		
Schools:	ENCRSC		
Aligned Industry Credential:	None		

### **GAME ART DESIGN**

This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, programming, 2D Visual theory, and interactive play technologies. Students develop physical and virtual games using hands-on experience and a variety of software.

Course Number:	TS312X0C	Pathway:	Game Art Design
Prerequisite:	Must enroll in TS24 Digital Design and Animation I concurrently		
Schools:	ENCRSC		
Aligned Industry Credential:	None		

### **DIGITAL DESIGN AND ANIMATION I**

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

Course Number:	TS242X0C	Pathway:	Digital Design and Animation
Prerequisite:	Must enroll in TS31 Game Art Design concurrently		
Schools:	ENCRSC		
Aligned Industry Credential:	Autodesk 3ds Max Certified Associate		

### **DIGITAL DESIGN AND ANIMATION II**

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

Course Number:	TS252X0C	Pathway:	Digital Design and Animation
Prerequisite:	TS24 Digital Design and Animation Must enroll in TS32 Advanced Game Art Design concurrently		
Schools:	ENCRSC		
Aligned Industry Credential:	Autodesk 3ds Max Certified Associate		

Healthcare Professional Career Pathway (HPCP)			
Prerequisite & Concentrator	Career Pathway Major	Career Pathway Major	Schools
HU40 Health Science I & HU42 Health Science II  <i>(These courses must be taken at the home high school)</i>	HN43 Nursing Fundamentals and Practicum (H) (2 credits)	HH32 Pharmacy Technician (H) & HN44 Fundamentals of Gerontology	ENCRSC

**NURSING FUNDAMENTALS AND PRACTICUM - HONORS**

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. \*This course receives Honors Credit\*

<b>Honors Course Number:</b>	HN435X03	<b>Pathway:</b>	Healthcare Professional
<b>Prerequisite:</b>	HU42 Health Science II		
<b>Schools:</b>	ENCRSC, JHS		
<b>Aligned Industry Credential:</b>	North Carolina Nurse Aide I		

**FUNDAMENTALS OF GERONTOLOGY**

This course is designed to assist future healthcare professionals to understand the unique physical and psychological changes related to aging. Healthcare strategies to meet the needs of the aging population will be addressed. Healthcare agencies may require testing for tuberculosis and/or other diseases and a criminal record check for felonies related to drugs.

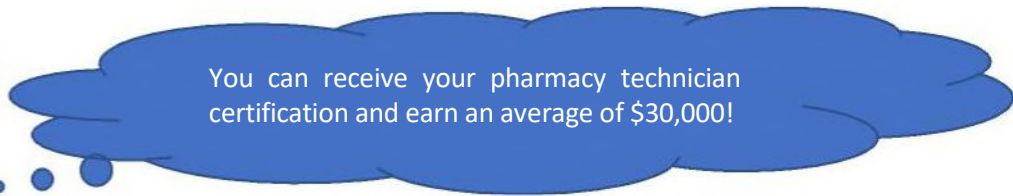
<b>Course Number:</b>	HN442X0C	<b>Pathway:</b>	Healthcare Professional
<b>Prerequisite:</b>	HU32 Health Science II		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	Home Health Care endorsement to the NC Nurse Aide		

**PHARMACY TECHNICIAN - HONORS**

This course has self-paced, on-line instruction designed to prepare high school seniors for a pharmacy technician career. Topics included in this course are federal law, medication used in major body systems, calculations, and pharmacy operations. \*This course receives Honors Credit\*

<b>Honors Course Number:</b>	HN455X0C	<b>Pathway:</b>	Healthcare Professional
<b>Prerequisite:</b>	HU32 Health Science II		
<b>Schools:</b>	ENCRSC, SBHS		
<b>Aligned Industry Credential:</b>	Cpht Certified Pharmacy Technician		

Did  
You  
Know ?



Network Security Career Pathway (NESE)			
Prerequisite & Concentrator	Career Pathway Major	Career Pathway Major	Schools
BL21 Cyber Literacy AND BC10 Cybersecurity Essentials	BN31 Network Security I & BN32 Network Security II	CTE Advanced Studies OR CTE Internship	ENCRSC

**CYBER LITERACY**

Cyber Literacy A is a hands-on curriculum that builds a strong cyber foundation for high school students. The course introduces students to cyber by blending robotics, programming, electricity, and elements of liberal arts. Students will learn about the opportunities, threats, responsibilities, and legal constraints associated with operating in cyberspace. Throughout the course, students learn the basics of electricity, programming, and networking as well as develop critical thinking skills. Cyber Literacy lays a foundation for further exploration into STEM and Cyber related topics.

<b>Course Number:</b>	BL212X0C	<b>Pathway:</b>	Network Security
<b>Prerequisite:</b>	Paired with BC10 Cybersecurity Essentials		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>			

**CYBERSECURITY ESSENTIALS**

This course is designed for students who are considering IT as a career with specialization in cybersecurity. This foundational course provides an overview of the fundamentals of networking and general concepts involved in maintaining a secure network computing environment. This course also provides students with an overview of the fundamentals of cybersecurity, the nature and scope of today's cybersecurity challenges, strategies for network defense, as well as detailed information about next-generation cybersecurity solutions.

<b>Course Number:</b>	BC102X0C	<b>Pathway:</b>	Network Security
<b>Prerequisite:</b>	Paired with BL21 Cyber Literacy		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	Palo Alto Networks Certified Cybersecurity Associate (PCCSA)		

**NETWORKING SECURITY I**

This course is designed to provide students with a solid foundation in Network Security. The experience includes students focusing on threats, attacks and vulnerabilities, technologies and tools, and architecture and design.

<b>Course Number:</b>	BN312X0C	<b>Pathway:</b>	Network Security
<b>Prerequisite:</b>	BL21 Cyber Literacy AND BC10 Cybersecurity Essentials Paired with BN32 Networking Security II		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	None		

**NETWORKING SECURITY II**

This course is designed to prepare students are prepared with the skills and knowledge to install, configure, and troubleshoot computer networks. The experience includes students focusing on the identifying and accessing management, risk management, and cryptography and PKI.

<b>Course Number:</b>	BN322X0C	<b>Pathway:</b>	Network Security
<b>Prerequisite:</b>	BL21 Cyber Literacy AND BC10 Cybersecurity Essentials Paired with BN31 Networking Security I		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	CompTIA Security+		



Welding Career Pathway (WELD)			
Prerequisite	Concentrator	Career Pathway Major	Schools
IM61 Welding Technology I & IM62 Welding Technology II	IM63 Welding Technology III & CTE Advanced Studies	CTE Internship	ENCRSC

### **WELDING TECHNOLOGY I**

This course covers basic industrial and construction welding practices, characteristics, and entry level skills. Topics include safety, tools and equipment, measurement, thermal cutting processes, base metal preparation and shielded metal arc welding (SMAW).

<b>Course Number:</b>	IM612X0C	<b>Pathway:</b>	Welding
<b>Prerequisite:</b>	Must enroll in IM62 Welding Technology II concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	AWS SENSE - Thermal Cutting Process OSHA-10- Hour Industry Certification S/P2 - Welding Safety and Pollution Prevention		

### **WELDING TECHNOLOGY II**

This course introduces advanced welding and cutting practices used in industry and construction and emphasizes hands-on experience. Topics include safety, plasma arc cutting(PAC), inspection, weld fit-up and testing, metal properties, and shielded metal (SMAW) arc welding.

<b>Course Number:</b>	IM622X0C	<b>Pathway:</b>	Welding
<b>Prerequisite:</b>	Must enroll in IM61 Welding Technology I concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	AWS SENSE- Shielded Metal Arc Welding (SMAW)		

### **WELDING TECHNOLOGY III**

This course is designed to continue the development of advanced welding and cutting practices used in industry and construction and emphasizes hands-on experience. Further emphasis is placed on topics covered in Welding Technology II, and more, such as safety, weld fit-up and testing, metal properties, gas metal arc welding (GMAW), flux cored arc welding (FCAW), and gas tungsten arc welding (GTAW).

<b>Course Number:</b>	IM632X0C	<b>Pathway:</b>	Welding
<b>Prerequisite:</b>	IM62 Welding Technology II Must enroll in CTE Advanced Studies for Welding concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	AWS SENSE- Shielded Metal Arc Welding (SMAW)		

Did  
You  
Know ?

North Carolina needs over 800 new welders  
to keep up with demand.

## ONSLow EARLY COLLEGE HIGH SCHOOL

In the fall of 2017, Onslow County Schools opened our first early college – the **Onslow Early College High School**. The state of North Carolina’s Early College or Cooperative Innovative High School initiative is in place to provide innovative programs jointly in high schools and institutions of higher education that will expand students’ opportunities for education success through high quality instructional programming.

### EARLY COLLEGE STRUCTURE

The Onslow Early College High School seeks to foster the academic, creative, and social gifts of students through two levels of study: accelerated high school and college. Students take Honors and AP courses in grades 9 and 10 and are enrolled as full-time college students at Coastal Carolina Community College in grades 11 and 12.

Highly qualified teachers from the Onslow County Schools teach ninth and tenth grade courses at the honors and Advanced Placement levels. Although students primarily interact with other ninth and tenth graders, they also have access to Coastal Carolina Community College resources. In addition, the Onslow Early College High School offers students a variety of opportunities for service, teamwork, and leadership development through participation in the school’s many clubs and competitive academic teams.

In consultation with the college liaison, eleventh and twelfth grade students build Coastal Carolina Community College schedules– at least four courses per semester--that meet their individual needs and interests as well as high school graduation requirements. The college liaison, counselor, principal and student will work collaboratively to determine the best college transfer pathway. Coastal Carolina Community College’s academic program includes a wide range of college level courses and pre-professional opportunities. Students are enrolled in these courses with undergraduate students and are taught by Coastal Carolina Community College professors. Early College students graduate with a high school diploma and up to two years of college credit or an Associate's Degree from Coastal Carolina Community College.

### STUDENT CRITERIA

Students with a solid record of excellent academic performance and a desire for a challenging academic experience should apply to the Onslow Early College High School. Successful Early College students are willing and able to approach difficult problems or situations with creativity, fortitude, and resilience.

Students are selected to attend the school in a competitive process that evaluates academic achievement, attendance, letters of recommendation, standardized test results, placement test results, academic recommendations, personal essays and self-reported interests and activities. An admissions team representing the school and the college reviews applications from prospective students using a holistic process. Prospective students must have successfully completed Math 1 to be considered for admission.

For the 2020-2021 school year, prospective students will be considered for admission into the Freshman (9<sup>th</sup> grade) class.

### FOR MORE INFORMATION

For more information on the Onslow Early College High School, please contact James Strobe, Principal at (910) 938-6702. You may also email [earlycollege@onslow.k12.nc.us](mailto:earlycollege@onslow.k12.nc.us).





The Onslow Virtual Academy is an option that is offered to 9–12 graders in Onslow County Schools. Enrollment in the academy is completed through an application and lottery process. Once students are selected, it is expected that they will take at least 1 online class each year. Students enrolled in the Onslow Virtual Academy may take their online classes on the school campus or at home at no cost. Flexibility and individualization is a cornerstone of this program.

**Onslow Virtual Academy Application**

For more information, please contact the Onslow Virtual Academy at 910–455–2211 extension 20234, or by email at [vikki.childress@onslow.k12.nc.us](mailto:vikki.childress@onslow.k12.nc.us)

**Onslow Virtual Academy Application Link:**

<https://forms.office.com/Pages/ResponsePage.aspx?id=2oj0MM90xkqfNEBYMyDapIKt2XRHpzdGsF5M6KLhbHhUNTM1RVM2RVJITVQ5U0dLWk5QSkkxUEdaNS4u>

**COURSE OFFERINGS**

Classes currently offered through the Onslow Virtual Academy are listed below. These courses have been approved through processes determined by both the North Carolina Virtual Public School and the NC Department of Public Instruction.

**CTE:**

- Career Management
- Personal Finance
- Principles of Business, Marketing and Finance
- Entrepreneurship I
- Health Sciences I (Regular or Honors)
- Health Sciences

**English:**

- English I (Regular and Honors)
- English II (Regular and Honors)
- English III (Regular and Honors)
- English IV (Regular and Honors)
- seniors enrolled in the academy have the option of completing the graduation project online or at their face to face school
- AP English IV (English Literature and Composition)
- Introduction to Social Media
- Mythology, Folklore and Gothic Literature

**Fine Arts:**

- Art History (Non-AP)
- Digital Photography I
- Digital Photography II
- Music Appreciation

**Foreign Language:**

- Spanish 1
- Spanish II
- Spanish III
- AP Spanish
- French 1
- French II
- AP French

**Health and Fitness:**

- Health and PE
- Advanced PE
- Fitness Fundamentals
- Group and Individual Sports
- Health Careers and First Aid
- HOPE

- Coaching and Officiating
- Personal Training

**Math:**

- Math I
- Math II (Regular or Honors)
- Math III (Regular or Honors)
- AFM (Regular or Honors)
- Pre-Calculus (Regular or Honors)
- AP Calculus AB

**Science:**

- AP Chemistry
- AP Biology
- Earth and Environmental (Regular or Honors)
- Physical Science
- Chemistry (Regular or Honors)
- Forensic Science (Regular or Honors)
- Great Minds in Science
- Astronomy
- Biology (Regular or Honors)
- Physics (Standard and Honors)
- Anatomy and Physiology (Standard and Honors)
- Introduction to Robotics
- Introduction to Veterinary Science

**Social Studies:**

- AP US History
- American History I (Regular or Honors)
- American History II (Regular or Honors)
- American History: Founding Principles and Civics & Economics (Regular or Honors) and Intro to Criminology
- Intro to Anthropology
- Intro to Archeology
- Law and Order
- Native American History
- Psychology (Regular or Honors)
- Social Problems: A World in Crisis
- Sociology (Regular or Honors)
- World History (Regular or Honors)

All OVA courses have 2 parts – part A and Part B. We operate on a 9 weeks calendar, not a 6 week calendar.

### Course descriptions:

#### Advanced PE

**Course Code:** 60292X0CVA

**Part A** - This course guides students through an in-depth examination of the effects of exercise on the body. Students learn how to exercise efficiently and properly, while participating in physical activities and applying principles they've learned. Basic anatomy, biomechanics, physiology, and sports nutrition are all integral parts of this course. Throughout this course students participate in a weekly fitness program involving elements of cardio, strength, and flexibility.

**Part B** - In this course students will explore the anatomy or structure of the human body. In addition to learning anatomical terminology, students will study and the main systems of the body- including integumentary, skeletal, muscular, circulatory, respiratory, digestive, reproductive, and nervous systems. In addition to identifying the bones, muscles, and organs, students will study the structure of cells and tissues within the body

#### Anatomy and Physiology (Standard and Regular)

**Course Code:** 33302X0CVA 33305X0CVA

**Part A** – Anatomy - In this course students will explore the anatomy or structure of the human body. In addition to learning anatomical terminology, students will study and the main systems of the body- including integumentary, skeletal, muscular, circulatory, respiratory, digestive, reproductive, and nervous systems. In addition to identifying the bones, muscles, and organs, students will study the structure of cells and tissues within the body.

**Part B** – Physiology - In this course, students will examine the functions of the body's biological systems--including skeletal, muscular, circulatory, respiratory, digestive, nervous, and reproductive systems. In addition to understanding the function of each system, students will learn the function of cells, blood, and sensory organs, as well as study DNA, immunity, and metabolic systems.

#### Art History - (Non-AP)

**Course Code:** 54482X0CVA

**Part A** - This course explores the main concepts of art, expression, and creativity as it helps students answer questions such as what is art; what is creativity; and how and why people respond to art. It covers essential design principles such as emphasis, balance, and unity. Units include: Art, History, and Culture; Western and World Art Appreciation; and Art and the Modern World.

**Part B** – Art in World Cultures - Who is the greatest artist of all time? Is it Leonardo daVinci? Claude Monet? Michelangelo? Pablo Picasso? Is the greatest artist of all time someone whose name has been lost to history? You will learn about some of the greatest artists while also creating art of your own, including digital art. We will explore the basic principles and elements of art, learn how to critique art, and examine some of the traditional art of the Americas, Africa, and Oceania in addition to the development of Western art.

#### Coaching and Officiating

**Course Code:** 60392X01VA

**Part A** - Intro to Coaching - This course focuses on the various responsibilities of a coach and the skills needed to successfully fill this important position. Throughout the course, students will explore various coaching models and leadership styles, sports nutrition and sports psychology, as well as safety, conditioning, and cross-training. Students will learn effective communication, problem-solving, and decision-making skills. The course will also introduce students to game strategy, tactical strategy, skills-based training, and coaching ethics.

**Part B** - Sports Officiating - In this course, students will learn the rules, game play, and guidelines for a variety of sports, including soccer, baseball, softball, basketball, volleyball, football, and tennis. In addition, they will learn the officiating calls and hand signals for each sport, as well as the role a sport official plays in maintaining fair play

#### Digital Photography 1

**Course Code:** 54622X0CVA

**Part A**- Digital Photography I focuses on the basics of photography, including building an understanding of aperture, shutter speed, lighting, and composition. Students will be introduced to the history of photography and basic camera functions. Students use basic techniques of composition and camera functions to build a personal portfolio of images, capturing people, landscapes, close-ups, and action photographs.

**Part B** - In this course, we examine various aspects of professional photography, including the ethics of the profession, and examine some of the areas in which professional photographers may choose to specialize, such as wedding photography and product photography. Students also learn about some of the most respected professional photographers in history and how to critique photographs in order to better understand what creates an eye-catching photograph.

#### Digital Photography II

**Course Code:** 54635X0CVA

Few recent technical innovations have changed an industry as fundamentally as digital photography has changed everything about the way we capture our lives in the way we take, edit, store, and share pictures. Digital Photography provides you with the flexibility to not only use it as an independent individual course or as a group or class course, but to also easily customize the course to the unique needs of your situation. The course combines 15 lessons with online discussions that promote the development of critical thinking skills as your students explore digital photography as an enriching activity or a career.

### **Fitness Fundamentals**

**Course Code:** 60392X02VA

**Part A** - This course is designed to provide students with the basic skills and information needed to begin a personalized exercise program and maintain an active and healthy lifestyle. Students participate in pre- and post-fitness assessments in which they measure and analyze their own levels of fitness based on the five components of physical fitness: muscular strength, endurance, cardiovascular fitness, flexibility, and body composition. In this course, students research the benefits of physical activity, as well as the techniques, principles, and guidelines of exercise to keep them safe and healthy. Throughout this course students participate in a weekly fitness program involving elements of cardio, strength, and flexibility training.

**Part B** - This course takes a more in-depth look at the five components of physical fitness touched on in Fitness Fundamentals 1: muscular strength, endurance, cardiovascular health, flexibility, and body composition. This course allows students to discover new interests as they experiment with a variety of exercises in a non-competitive atmosphere. By targeting different areas of fitness, students increase their understanding of health habits and practices and improve their overall fitness level. Students take a pre- and post-fitness assessment. Throughout this course students also participate in a weekly fitness program involving elements of cardio, strength, and flexibility

### **Forensic Science**

**Course Code:** 30202X01VA 30205X01VA

**Part A** – Secrets of the Dead - In this unit, students are introduced to forensic science. We discuss what forensic science consists of and how the field developed through history. Topics covered include some of the responsibilities of forensic scientists and about some of the specialty areas that forensic scientists may work in. Objective and critical thinking questions are combined with lab activities to introduce students to analyzing the crime scene, a wide variety of physical evidence such as firearm and explosion evidence, and DNA evidence. **Part B** – More Secrets of the Dead - Although the crime scene is the first step in solving crimes through forensic science, the crime laboratory plays a critical role in the analysis of evidence. This course focuses on the analysis of evidence and testing that takes place within the lab. It examines some of the basic scientific principles and knowledge that guide forensic laboratory processes, such as those testing DNA, toxicology, and material analysis. Techniques such as microscopy, chromatography, odontology, mineralogy, and spectroscopy will be examined.

### **Great Minds in Science**

**Course Code:** 30202X02VA

**Part A** **Part A** - Great Minds in Science - Is there life on other planets? What extremes can the human body endure? Can we solve the problem of global warming? Today, scientists, explorers, and writers are working to answer all of these questions. Like Edison, Einstein, Curie, and Newton, scientists of today are asking questions and working on problems that

may revolutionize our lives and world. This course focuses on 10 of today's greatest scientific minds. Each unit takes an in-depth look at one of these individuals and shows how their ideas may help to shape tomorrow's world.

**Part B** - Revolutionary Ideas in Science is a course with 15 lessons that cover the discoveries and inventions in science from prehistoric to present times. This course covers subject areas such as: prehistoric science, technology, ancient and medieval science, the scientific revolution, thermodynamics and electricity, and many more.

### **Group and Individual Sports**

**Course Code:** 60392X03VA

**Part A** - Group Sports - This course provides students with an overview of group sports. Students learn about a variety of sports, yet do an in-depth study of soccer, basketball, baseball/softball, and volleyball. Students learn not only the history, rules, and guidelines of each sport, but practice specific skills related to each sport. Students also learn about sportsmanship and teamwork. In addition, students study elements of personal fitness, goal setting, sport safety, and sports nutrition. Students conduct fitness assessments and participate in regular weekly physical activity.

**Part B** Individual Sports - This course provides students with an overview of individual sports. Students learn about a variety of sports, yet do an in-depth study of running, walking, hiking, yoga, dance, swimming, biking, and cross-training. Students learn not only the history, rules, and guidelines of each sport, but practice specific skills related to each sport. Students also learn about the components of fitness, the FITT principles, benefits of fitness, safety and technique, and good nutrition. Students conduct fitness assessments and participate in weekly physical activity.

### **Health Careers and First Aid**

**Course Code:** 60392X04VA

**Part A** Health Careers - In this course, students explore a variety of career options related to the health care field, including medicine, nursing, physical therapy, pharmacy, dental careers, sports medicine, personal training, social work, psychology, and more. Students will learn about various options within each field, what each of these jobs entails, and the education and knowledge required to be successful. In addition, they will focus on basic job skills and information that would aid them in health care and other career paths.

**Part B** – First Aid - First Aid & Safety - In this course, students learn and practice first aid procedures for a variety of common conditions, including muscular, skeletal, and soft tissue injuries. In addition, students learn how to appropriately respond to a variety of emergency situations. They also learn the procedures for choking and CPR for infants, children, and adults. In addition to emergency response, students will explore personal, household, and outdoor safety, and disaster preparedness.

## HOPE

**Course Code:** 60392X05VA

**Part A** This comprehensive health and PE course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Students will analyze aspects of emotional, social, and physical health and how these realms of health influence each other. Students will apply principles of health and wellness to their own lives. In addition, they will study behavior change and set goals to work on throughout the course. Other topics of study include substance abuse, safety and injury prevention, environmental health, and consumer health.

## Introduction to Anthropology

**Course Code:** 48012X01VA

**Part A** - Uncovering Human Mysteries - Anthropology uses a broad approach to give students an understanding of our past, present, and future, and also addresses the problems humans face in biological, social, and cultural life. This course explores the evolution, similarity, and diversity of humankind through time. It looks at how we have evolved from a biologically and culturally weak species to one that has the ability to cause catastrophic change. Exciting online video journeys are just one of the powerful learning tools utilized in this course.

**Part B** – More Human Mysteries Uncovered - This course continues the study of global cultures and the ways that humans have made sense of their world. It examines ways that cultures have understood and given meaning to different stages of life and death. The course also examines the creation of art within cultures and how cultures evolve and change over time. Finally, students apply the concepts and insights learned from the study of anthropology to several cultures found in the world today.

## Introduction to Astronomy

**Course Code:** 35402X0CVA

**Part A** - Intro to Astronomy – This course covers a wide range of topics, such as the solar system, planets, stars, asteroids, comets, galaxies, space exploration, and theories of cosmology. The target audience for this course is high school students. **Part B** – Exploring the Universe: Why do stars twinkle? Is it possible to fall into a black hole? Will the sun ever stop shining? Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and universe that surrounds us. This course will introduce students to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the solar system, the Milky Way and other galaxies, and the sun and stars. Using online tools, students will examine the life cycle of stars, the properties of planets, and the exploration of space.

## Introduction to Criminology

**Course Code:** 48012X03VA 48015X03VA

**Part A** - Introduction to Criminology is a course with 14 lessons that cover the theories related to criminology. The target audience for this course is high school students. This course covers subject areas such as: classical theory, positivist theory, punishing offenders, routine activity theory, labeling theory,

social disorganization theory, peacemaking criminology, and many more.

**Part B** - Criminology – Inside the Criminal Mind - Crime and deviant behavior rank at or near the top of many people’s concerns. This course looks at possible explanations for crime from the standpoint of psychological, biological and sociological perspectives, explore the categories and social consequences of crime, and investigate how the criminal justice system handles not only criminals, but also their crimes. Why do some individuals commit crimes and others do not? What aspects in our culture and society promote crime and deviance? Why are different punishments given for the same crime? What factors shape the criminal case process?

## Introduction to Robotics

**Course Code:** 30202X03VA

NOT A CTE COURSE – DOES NOT FULFILL ANY CTE PATHWAY REQUIREMENT – Science Elective - This course is focused on the concepts related to robots and how to construct a robot. Students will learn about the history and applications of robotics. Students will learn about the job opportunities and employability skills in the field of robotics. Students will also learn about the basic concepts of six simple machines, electricity, electronic circuits, Boolean algebra, magnetism, and their applicability to robotics. Students will apply safety procedures and construct a simple robot. Students will also learn about project management and engineering design process. Students will learn about the programming languages used in robotics. Students will create a simple robotic arm. Students will also construct a robot using programming. Student will learn about ethics and laws related to robotics. Students will also learn how to test and maintain a robot. Online discussions and unit activities require students to develop and apply critical thinking skills, while the included games appeal to a variety of learning styles and keep students engaged.

## Introduction to Social Media

**Course Code:** 10252X01VA

**Part A** - This cutting-edge course develops social media skills and knowledge that will have a practical and positive impact in helping your high school students succeed in today's economy. Of course, they already engage in social media, but this course enhances their skills and knowledge in order to apply them in a practical way in their careers. Online discussions are a critical aspect of creating a collaborative learning environment, while games and other interactions ensure engagement and promote a strong career orientation.

**Part B** - Have a Facebook account? What about Twitter? Whether you’ve already dipped your toes in the waters of social media or are still standing on the shore wondering what to make of it all, learning how to interact on various social media platforms is crucial in order to survive and thrive in this age of digital communication. In this course, you’ll learn the ins and outs of social media platforms such as Facebook, Twitter, Pinterest, Google+, and more. You’ll also discover other types of social media you may not have been aware of and how to use them for your benefit—personally, academically, and eventually professionally as well. If you thought social media

platforms were just a place to keep track of friends and share personal photos, this course will show you how to use these resources in much more powerful ways.

### **Introduction to Veterinary Science**

**Course Code:** 30203X04VA

NOT A CTE COURSE – DOES NOT FULFILL ANY CTE PATHWAY REQUIREMENT – Science Elective -

**Part A** - Introduction to Veterinary Science - This course is designed to introduce all students at the high school level to the fundamentals of veterinary science, measures to control diseases in animals, and the impact of toxins and poisons on animal health. The students will explore the history of veterinary science and the skills and requirements for a successful career in the veterinary industry. They will also explore the physiology and anatomy of animals, learn how to evaluate animal health and determine effective treatments for infectious and noninfectious diseases in animals. Additionally, they will learn about zoonotic diseases, and the impact of toxins and poisons on animal health.

**Part B** - Veterinary Science: The Care of Animals - As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. This course examines some of the common diseases and treatments for domestic animals. Toxins, parasites, and infectious diseases impact not only the animals around us, but at times humans as well. Through veterinary medicine and science, the prevention and treatment of diseases and health issues is studied and applied.

### **Law and Order: Explore the legal System and Careers in Criminal Justice**

**Course Code:** 48012X04VA

**Part 1** - Careers: The criminal justice system offers a wide range of career opportunities. In this course, students will explore different areas of the criminal justice system, including the trial process, the juvenile justice system, and the correctional system.

**Part 2** – Law and Order - From traffic laws to regulations on how the government operates, laws help provide society with order and structure. Our lives are guided and regulated by our society's legal expectations. Consumer laws help protect us from faulty goods; criminal laws help to protect society from individuals who harm others; and family law handles the arrangements and issues that arise in areas like divorce and child custody. This course focuses on the creation and application of laws in various areas of society

### **Mythology, Folklore and Gothic Literature**

**Course Code:** 10252X02VA

**Part A** - Introduction to Mythology and Folklore is a one-semester course with 15 lessons that discuss myths, legends, and folklore from around the world. This course covers subjects such as Mythology, Legend, Folklore, Gods and the Goddesses, natural events, and wonders of the world.

**Part B** - Gothic Literature is a one-semester course with 14 lessons that analyze the conventions, elements, themes, and other characteristics of Gothic literature. This course covers

subject areas such as: morality and spirituality in gothic poetry, Dr. Jekyll and Mr. Hyde, dual personalities, Edgar Allan Poe, Dracula, gothic conventions across time, and many more.

### **Native American History**

**Course Code:** 48002X0

**Part A** - Historical Perspectives - By providing historical perspectives, this course provides a comprehensive understanding of the roots of Native American culture. The topics addressed include an exploration of the Native American history in the arctic and subarctic, various regions of the U.S., and the development of Native American life.

**Part B** – Contemporary Perspectives - This course complements Native American Studies: Historical Perspectives. It explores Native American worldviews, art, media perspectives on Native Americans, and contemporary perspectives and organizations. It concludes by providing a global perspective by examining issues face by indigenous peoples throughout the world.

### **Physics (Honors or Standard)**

**Course Code:** 34305X0CVA

Physics introduces students to the physics of motion, properties of matter, force, heat, vector, light, and sound. Students learn the history of physics from the discoveries of Galileo and Newton to those of contemporary physicists. The course focuses more on explanation than calculation and prepares students for introductory quantitative physics at the college level. Additional areas of discussion include gases and liquids, atoms, electricity, magnetism, and nuclear physics.

### **Personal Training**

**Course Code:** 60392X06VA

**Part A** - Personal Training Career Prep - This course examines the role and responsibilities of a personal trainer. Students will learn the steps to become a personal trainer, including performing fitness assessments, designing safe and effective workouts, and proper nutrition principles. Concepts of communication and motivation will be discussed, as well as exercise modifications and adaptations for special populations. Students will also examine certification requirements, business and marketing procedures, and concerns about liability and ethics. In addition, throughout the course students will be able to explore various exercises, equipment, and tools that can be used for successful personal training.

**Part B** - Personal Training Concepts - This course examines basic concepts in fitness that are important for personal fitness, as well as necessary foundational information for any health or exercise career field. Areas of study include musculoskeletal anatomy and physiology, terms of movement, basic biomechanics, health related components of fitness, FITT principles, functional fitness skills, safety and injury prevention, posture and technique, nutrition, and weight management

**Psychology (Standard or Honors)**

**Course Code:** 44032X0CAVA 440352XOCVA

This flexible, customizable course gives your students an overview of the history of psychology while also giving them the resources to explore career opportunities in the field. Students will learn how psychologists develop and validate theories and will examine how hereditary, social, and cultural factors help form an individual's behavior and attitudes. Students will also evaluate the effectiveness of different types of psychological counseling and therapy. Highly interactive content includes online discussions that help develop critical thinking skills.

**Sociology (Standard or Honors)**

**Course Code:**44002X0CVA 440052XOCVA

**Part A** - In this course, students will explore the evolution of sociology as a distinct discipline while learning about sociological concepts and processes. They will learn how the individual relates to and impacts society. Students will also learn about the influence of culture, social structure, socialization, and social change on themselves and others. The course combines a variety of content types, including lessons, activities, discussions, and games to engage learners as they discover sociology as a subject and as a career.

**Part B** - Because the specifics of social issues change rapidly, this course is designed to have students discover contemporary and relevant perspectives on issues that may have been around for centuries. Students engage in significant research and each lesson ends with an essay assignment that encourages students to express their opinions. Topics include media, government, civil liberties, poverty, terrorism, crime, the environment, and many more.

**Social Problems: A World in Crisis:**

**Course Code:** 48012X05VA

**Part A** - This course introduces students to the topic of social problems. The initial unit helps students develop an understanding of social problems, some of the characteristics common to many of them, and how those problems evolve. Social Problems 1 makes use of labs, discussions, and other learning modalities to maximize effective learning. The course looks closely at the problem of poverty and its root causes, as well as problems in education. It also examines the problem of crime, what has historically succeeded and failed in addressing it, and how to move society forward in effectively mitigating the problem.

**Part B** – Crisis, Conflicts and Challenges - Building on the mastery of basics students acquire in Social Problems 1, this course explores issues such as globalization, alcohol and drug abuse, gangs and cults, and the ever-present and growing issue of personal privacy and its related complexities. It also addresses issues of nutrition and health, and their impact on society's wellbeing. Discussion questions encourage the development of critical thinking skills, and better equips students for college and career by helping them better understand the issues affecting themselves and their world.



**Learning that works  
for North Carolina**

## ***Career and Technical Education***

The mission of Career and Technical Education (CTE) is to empower all students to be successful citizens, workers and leaders in a global economy. CTE gives purpose to learning by emphasizing real-world skills and practical knowledge. Programs in Career and Technical Education are designed to contribute to the broad educational achievement of students, including basic skills such as reading, writing, and mathematics, as well as their ability to work independently and as part of a team, think creatively, solve problems, and utilize technology. These tools and experiences make school more relevant, and ensure students are ready for the real world. Whether students plan to further their education in community colleges, technical schools, four-year colleges and universities, receive on-the-job training, or pursue careers in the military, CTE helps prepare students to succeed in high-demand, high-wage jobs in areas where new jobs will be available in the future. Many of the jobs identified by the Occupational Outlook Handbook as the fastest growing through 2027 are in areas that are part of the CTE program.

### **CTE Delivers for students:**

- Real options for students for college and rewarding careers
- CTE programs allow students to explore a range of options for their future - inside and outside of the classroom.
- Through CTE, students can start their path toward a career that they are passionate about, while earning valuable experience, college credits and more.
- CTE students are more likely to have a post-high school plan - including college - than other students; just 2% of CTE students say they "don't know" what they will do after high school.

### **Real-world skills for students**

- CTE is a unique opportunity for hands on learning - putting students at the center of the action.
- CTE provides the skills and confidence students need to pursue career options, discover their passions and get on a path to success.
- Students in CTE programs and their parents are three times as likely to report they are "very satisfied" with their and their children's ability to learn real-world skills as part of their current education compared to parents and students not involved in CTE.

### **Real experience with more value for students**

- CTE programs are a part of middle and high school - students can participate in CTE and the other activities they enjoy, such as sports, the arts or whatever else their friends are doing.
- CTE takes students even further during their high school experience - providing opportunities for specialized classes, internships, and networking with members of the community.
- Students in CTE programs and their parents are twice as likely to report they are "very satisfied" with their high school education experience compared to prospective CTE students and their parents.

Students should work with their parents, counselors and teachers to identify their interests, abilities and talents. Students will develop an individualized high school plan that will prepare them for career goals and the postsecondary education needed to help them reach their goals.

Careers are as diverse as student interests; therefore, OCS offers more than 100 CTE courses in 15 Career Clusters. The selection of a CTE Career Cluster concentration is not a permanent commitment and can be changed if student interests change; however, students should work closely with their school counselor and Career Development Coordinator to determine the effect that changes may have on meeting CTE Career Cluster requirements.



#### Frequently Asked Questions:

- What is a pathway?
  - A pathway is a set of aligned courses to a specific career path. The pathways are designed to provide students with experiences with skills required by jobs within that career.
- *What is a concentrator course?*
  - *A Concentrator Course is defined as a second- or third-level course that builds upon skills acquired in a prerequisite course. In this guide, a concentrator course is indicated by being Highlighted in Yellow.*
- *What is a concentrator?*
  - *A CTE Concentrator is a student who has successfully completed a Concentrator Course in an approved Career Pathway Program of Study.*
- *What is a Career Pathway Major?*
  - *The Career Pathway Major may be earned when a student successfully completes an aligned course sequence within the same Career Pathway Program of Study and successfully completes a Career Pathway Major Course. A Career Pathway Major Course is one that provides aligned specificity in a Career Pathway Program of Study and can include either an Advanced Studies course, Work-based Learning course, or a course with aligned content.*

#### **Earning College Credit While In High School**

OCS and CCCC have adopted the North Carolina High School to Community College Statewide Articulation Agreement which awards college credit at North Carolina community colleges to students completing select CTE courses. Under these agreements, OCS high school students can earn college credit prior to graduation by earning a score of 93 or higher on the CTE EOC post-assessment and earning a grade of B or better in their high school CTE course. See your school counselor or Career Development Coordinator for additional information and an advanced standing agreement application.



**Learning that works  
for North Carolina**

## Work-Based Learning Opportunities

Want to find out what its really like in a career before you spend lots of money to pursue a degree that you may find out later that you really don't need? Let us help you find the right career by getting some on the job experience!

### CTE INTERNSHIP

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

<b>Course Number:</b>	CS97	<b>Pathway:</b>	All Pathways
<b>Prerequisite:</b>	Completion of at least one CTE course		
<b>School(s):</b>	DHS, JHS, NSHS, RHS, SBHS, SWHS, WOHS		
<b>Aligned Industry Credential(s):</b>	None		

### CTE ADVANCED STUDIES

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

<b>Course Number:</b>	CS95	<b>Pathway:</b>	All Pathways
<b>Prerequisite:</b>	Completion of at least two CTE courses in a career cluster		
<b>School(s):</b>	DHS, JHS, NSHS, RHS, SBHS, SWHS, WOHS		
<b>Aligned Industry Credential(s):</b>	None		

### CTE APPRENTICESHIP

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

<b>Course Number:</b>	CS96	<b>Pathway:</b>	All Pathways
<b>Prerequisite:</b>	Completion of at least two CTE courses in a career cluster		
<b>School(s):</b>	DHS, JHS, NSHS, RHS, SBHS, SWHS, WOHS		
<b>Aligned Industry Credential(s):</b>	None		

Did  
You  
Know ?

Career & Technical Education is just an updated name for Vocational Education.

# AGRICULTURAL EDUCATION

Agricultural Education teaches students about agriculture, food and natural resources. Courses prepare students for career pathways in the animal and plant sciences. Careers include Agricultural Engineers, Agricultural and Food Scientists, Hydrologists, Veterinary Technicians, Soil and Plant Scientists, Agricultural Managers, Agricultural Equipment/Supplies Sales.

Animal Science Career Pathway (ANSC)			
Prerequisite	Concentrator	Career Pathway Major	Schools
AA21 Animal Science I	AA22 Animal Science II OR AA23 Animal Science II - Small Animal	AA41 Veterinary Assisting (H) OR CTE Advanced Studies OR CTE Internship	RHS JHS WOHS

Plant Systems Career Pathway (PLSV)			
Prerequisite	Concentrator	Career Pathway Major	Schools
AP41 Horticulture I	AP42 Horticulture II OR AP44 Horticulture II – Landscaping	CTE Advanced Studies OR CTE Internship	RHS JHS

Power, Structural, & Technical Systems Career Pathway (PSTE)			
Prerequisite	Concentrator	Career Pathway Major	Schools
AS31 Agricultural Mechanics I	AS32 Agricultural Mechanics II	CTE Advanced Studies OR CTE Internship	RHS

Sustainable Agriculture Career Pathway (SUAG)			
Prerequisite	Concentrator	Career Pathway Major	Schools
AU21 Sustainable Agriculture Production I	AU22 Sustainable Agriculture Production II	CTE Advanced Studies OR CTE Internship	RHS WOHS

Did  
You  
Know ?

Farmers, Ranchers & other Agricultural Managers have more than 2600 job openings each year in NC

## Agricultural Education

### COURSE DESCRIPTIONS

#### AGRICULTURAL MECHANICS I

This course develops knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day-to-day problems and repair needs they will encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, fencing, paints and preservatives, basic metal working, basic agricultural construction skills related to plumbing, carpentry, basic welding, and leadership development. English language arts, mathematics, and science are reinforced.

<b>Course Number:</b>	AS312X0C	<b>Pathway:</b>	Power, Structural, & Technical Systems
<b>Prerequisite:</b>	None		
<b>School(s):</b>	RHS		
<b>Aligned Industry Credential(s):</b>	OSHA 10-Hour General Industry (Agriculture) Certification Certified Welders for Welding Code AWS D.1. 2010 National Safe Tractor and Machinery Operation Certification		

#### AGRICULTURAL MECHANICS II

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

<b>Course Number:</b>	AS322X0C	<b>Pathway:</b>	Power, Structural, & Technical Systems
<b>Prerequisite:</b>	AS31 Agricultural Mechanics I		
<b>Schools:</b>	RHS		
<b>Aligned Industry Credential:</b>	OSHA 10-Hour General Industry (Agriculture) Certification Certified Welders for Welding Code AWS D.1. 2010 National Safe Tractor and Machinery Operation Certification		

#### ANIMAL SCIENCE I

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. \*Honors Credit is available for this course\*

<b>Course Number:</b>	AA212X0C	<b>Pathway:</b>	Animal Science
<b>Honors Course Number:</b>	AA215X0C		
<b>Prerequisite:</b>	None		
<b>Schools:</b>	JHS, RHS, WOHS		
<b>Aligned Industry Credential:</b>	NC Beef Quality Assurance		

#### ANIMAL SCIENCE II

This course includes more advanced scientific principles and communication skills and includes animal waste management, animal science economics, decision making, and global concerns in the industry, genetics, and breeding. \*Honors Credit is available for this course\*

<b>Course Number:</b>	AA222X0C	<b>Pathway:</b>	Animal Science
<b>Honors Course Number:</b>	AA225X0C		
<b>Prerequisite:</b>	AA21 Animal Science I		
<b>Schools:</b>	RHS, WOHS		
<b>Aligned Industry Credential:</b>	NC Beef Quality Assurance NC Pork Quality Assurance & Certification NCDENR Animal Waste Certification Youth for the Quality Care of Animals (YQCA) Certification		

Did  
You  
Know ?

Wastewater Treatment Plant and Systems  
Operators earn an average of \$48,123 in the  
Jacksonville/New Bern Region

## Agricultural Education

### **ANIMAL SCIENCE II – SMALL ANIMAL**

This course provides instruction on animal science topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category are taught in this course. \*Honors Credit is available for this course\*

<b>Course Number:</b>	AA232X0C	<b>Pathway:</b>	Animal Science
<b>Honors Course Number:</b>	AA235X0C		
<b>Prerequisite:</b>	AA21 Animal Science I		
<b>Schools:</b>	JHS, RHS, WOHS		
<b>Aligned Industry Credential:</b>	NC Beef Quality Assurance NC Pork Quality Assurance & Certification NCDENR Animal Waste Certification Youth for the Quality Care of Animals (YQCA) Certification		

### **HORTICULTURE I**

This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture and the plant sciences. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. \*Honors Credit is available for this course\*

<b>Course Number:</b>	AP412X0C	<b>Pathway:</b>	Plant Systems
<b>Honors Course Number:</b>	AP415X0C		
<b>Prerequisite:</b>	None		
<b>Schools:</b>	JHS, RHS		
<b>Aligned Industry Credential:</b>	North Carolina Certified Plant Professional (CPP) Certified Young Plant Professional (CYPP) NC Private Pesticide Applicator		

### **HORTICULTURE II**

This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, and lawn and turf grass management. \*Honors Credit is available for this course\*

<b>Course Number:</b>	AP422X0C	<b>Pathway:</b>	Plant Systems
<b>Honors Course Number:</b>	AP425X0C		
<b>Prerequisite:</b>	AP41 Horticulture I		
<b>Schools:</b>	JHS, RHS		
<b>Aligned Industry Credential:</b>	North Carolina Certified Plant Professional (CPP) Certified Young Plant Professional (CYPP) NC Private Pesticide Applicator		

### **HORTICULTURE II- LANDSCAPING**

This course provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use/maintenance of landscape equipment.

<b>Course Number:</b>	AP442X0C	<b>Pathway:</b>	Plant Systems
<b>Prerequisite:</b>	AP41 Horticulture I		
<b>Schools:</b>	RHS		
<b>Aligned Industry Credential:</b>	North Carolina Certified Plant Professional (CPP) Certified Young Plant Professional (CYPP)		

Did  
You  
Know ?

Animal Caretakers have more than 60 job openings each year in the Jacksonville/New Bern region.

## Agricultural Education

### **SUSTAINABLE AGRICULTURE PRODUCTION I**

This course focuses on the increasingly complex world of producing enough food and fiber to meet the growing world demand and at the same time maintain ecological balance and conserve our natural resources. Students will explore implementing environmentally sound practices in agricultural production to satisfy the needs of a growing population for today and tomorrow. A breadth of topics including: crop and animal production, natural resource management, agroforestry, food safety, and the farm to fork continuum will set the educational stage for this course.

<b>Course Number:</b>	AU212X0C	<b>Pathway:</b>	Sustainable Agriculture
<b>Prerequisite:</b>	None		
<b>Schools:</b>	RHS, WOHS		
<b>Aligned Industry Credential:</b>	None		

### **SUSTAINABLE AGRICULTURE PRODUCTION II**

This course expands on the complexity of producing enough food and fiber to meet the world demand and at the same time maintain an economical balance and conserve our natural resources. Students will explore the U.S. food system and how agriculture impacts the quality of life at all levels as well as the energy resources necessary to meet these needs. Twenty first century topics such as precision agriculture, biotechnology, bioinformatics, plant and animal breeding, apiculture, aquaponics, hydroponics, vermicomposting and food safety will be explored as to their role in a sustainable society. Students will discuss marketing strategies for agricultural products and develop a business plan for a sustainable grower. English language arts, mathematics, and science are reinforced.

<b>Course Number:</b>	AU222X0C	<b>Pathway:</b>	Sustainable Agriculture
<b>Prerequisite:</b>	AU21 Sustainable Agriculture Production I		
<b>Schools:</b>	RHS, WOHS		
<b>Aligned Industry Credential:</b>	Certified Level Beekeeper		

### **VETERINARY ASSISTING - HONORS**

This course provides instruction for students desiring a career in animal medicine. Topics include proper veterinary practice management and client relations, pharmacy and laboratory procedure, advanced animal care, and surgical/radiological procedures. Advanced FFA leadership will be infused throughout the curriculum to develop the student's ability to work with the public. All aspects of this course will feature hands-on skill sets designed to enhance experiential learning. \*This course receives **Honors Credit**\*

<b>Honors Course Number:</b>	AA415X0C	<b>Pathway:</b>	Animal Science
<b>Prerequisite:</b>	AA22 Animal Science II -OR- AA23 Animal Science II - Small Animals		
<b>Schools:</b>	JHS		
<b>Aligned Industry Credential:</b>	Elanco Veterinary Medical Applications Certification Certified Veterinarian Assistant		



### **The National FFA Organization**

The letters “FFA” stand for Future Farmers of America. These letters are a part of our history and our heritage that will never change. But FFA is not just for students who want to be production farmers; FFA also welcomes members who aspire to careers as teachers, doctors, scientists, business owners and more. For this reason, the name of the organization was updated in 1988 after a vote of national convention delegates to reflect the growing diversity and new opportunities in the industry of agriculture.

Today, the National FFA Organization remains committed to the individual student, providing a path to achievement in premier leadership, personal growth and career success through agricultural education.

FFA continues to help the next generation rise up to meet those challenges by helping its members to develop their own unique talents and explore their interests in a broad range of agricultural career pathways. So today, we are still the Future Farmers of America. But, we are the Future Biologists, Future Chemists, Future Veterinarians, Future Engineers and Future Entrepreneurs of America, too.

## Business, Financial, and Marketing Education

Business, Finance and Marketing Education encompasses business skills and techniques, an understanding of basic economics, an understanding of making socioeconomic decisions and producing goods and services to consumption, and business attitudes essential to become a globally engaged and productive citizen.

### Accounting Career Pathway (ACCT)

Prerequisite	Concentrator	Career Pathway Major	Schools
BA10 Accounting I	BA20 Accounting II (H)	CTE Advanced Studies OR CTE Internship	NSHS SWHS

### Entrepreneurship Career Pathway (ENTRE)

Prerequisite	Concentrator	Career Pathway Major	Schools
ME11 Entrepreneurship I	ME12 Entrepreneurship II (H)	CTE Advanced Studies OR CTE Internship	DHS NSHS SBHS SWHS

### Financial Securities and Investments Career Pathway (FSIN)

Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major	Schools
BF10 Principles of Business and Finance	BF21 Financial Planning I	BF22 Financial Planning II	CTE Advanced Studies OR CTE Internship	JHS RHS WOHS

### General Management Career Pathway (GMGT)

Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major	Schools
BF10 Principles of Business and Finance	BB40 Business Management I	BB42 Business Management II	CTE Advanced Studies OR CTE Internship	DHS JHS NSHS RHS SWHS SBHS WO

### Marketing Management Career Pathway (MMGT)

Prerequisite	Concentrator	Career Pathway Major	Schools
MM51 Marketing	MA52 Marketing Applications	Cooperative Education OR CTE Advanced Studies OR CTE Apprenticeship OR CTE Internship	JHS SBHS SWHS

Sales Career Pathway (PRSM)			
Prerequisite	Concentrator	Career Pathway Major	Schools
MI31 Sales I	MI32 Sales II	Cooperative Education OR CTE Advanced Studies OR CTE Apprenticeship OR CTE Internship	DHS JHS NSHS SBHS WOHS

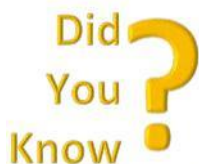
Sports & Entertainment Marketing Career Pathway (SEMK)			
Prerequisite	Concentrator	Career Pathway Major	Schools
MH31 Sports & Entertainment Marketing I	MH32 Sports & Entertainment Marketing II (H)	CTE Advanced Studies OR CTE Internship	JHS SBHS WOHS

Travel & Tourism Career Pathway (TRTO)			
Prerequisite	Concentrator	Career Pathway Major	Schools
MH31 Sports & Entertainment Marketing I <b>OR</b> MM51 Marketing <b>OR</b> BF10 Principles of Business and Finance	MH42 Hospitality and Tourism	CTE Advanced Studies OR CTE Internship	DHS SBHS



FBLA (Future Business Leaders of America) inspires and prepares students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences.

DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe.



Human Resource Managers earn an average of \$61,218 in North Carolina.



## Business, Finance, and Marketing Education

### COURSE DESCRIPTIONS

#### ACCOUNTING I

This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. \*Honors Credit is available for this course\*

<b>Course Number:</b>	BA102X0C	<b>Pathway:</b>	Accounting
<b>Honors Course Number:</b>	BA105X0C		
<b>Prerequisite:</b>	None		
<b>Schools:</b>	NSHS, SWHS		
<b>Aligned Industry Credential:</b>	Intuit QuickBooks Certified User		

#### ACCOUNTING II - HONORS

This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills. \*This course receives Honors Credit\*

<b>Honors Course Number:</b>	BA205X0C	<b>Pathway:</b>	Accounting
<b>Prerequisite:</b>	BA10 Accounting I		
<b>Schools:</b>	NSHS, SWHS		
<b>Aligned Industry Credential:</b>	Intuit QuickBooks Certified User		

#### BUSINESS MANAGEMENT I

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

<b>Course Number:</b>	BB402X0C	<b>Pathway:</b>	General Management
<b>Prerequisite:</b>	None		
<b>Schools:</b>	DHS, JHS, NSHS, RHS, SBHS, SWHS, WOHS		
<b>Aligned Industry Credential:</b>	None		

#### BUSINESS MANAGEMENT II

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

<b>Course Number:</b>	BB422X0C	<b>Pathway:</b>	General Management
<b>Prerequisite:</b>	BB40 Business Management I		
<b>Schools:</b>	DHS, JHS, NSHS, RHS, SBHS, SWHS, WOHS		
<b>Aligned Industry Credential:</b>	Fundamentals Business Concepts (ASK-BF-CERT)		

#### ENTREPRENEURSHIP I

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

<b>Course Number:</b>	ME112X0C	<b>Pathway:</b>	Entrepreneurship
<b>Prerequisite:</b>	None		
<b>Schools:</b>	DHS, NSHS, SBHS, SWHS		
<b>Aligned Industry Credential:</b>	Venture Entrepreneurial Expedition		

#### ENTREPRENEURSHIP II - HONORS

In this course, students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. \*This course receives Honors Credit\*

<b>Honors Course Number:</b>	ME125X0C	<b>Pathway:</b>	Entrepreneurship
<b>Prerequisite:</b>	ME11 Entrepreneurship I		
<b>Schools:</b>	DHS, NSHS, SBHS, SWHS		
<b>Aligned Industry Credential:</b>	Concepts of Entrepreneurship & Management Venture Entrepreneurial Expedition Entrepreneurship and Small Business		

## Business, Finance, and Marketing Education

### **FINANCIAL PLANNING I**

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

<b>Course Number:</b>	BF212X0C	<b>Pathway:</b>	Financial Securities and Investments
<b>Prerequisite:</b>	None		
<b>Schools:</b>	JHS, RHS, WOHS		
<b>Aligned Industry Credential:</b>	None		

### **FINANCIAL PLANNING II**

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

<b>Course Number:</b>	BF222X0C	<b>Pathway:</b>	Financial Securities and Investments
<b>Prerequisite:</b>	BF21 Financial Planning I		
<b>Schools:</b>	JHS, RHS, WOHS		
<b>Aligned Industry Credential:</b>	None		

### **HOSPITALITY AND TOURISM**

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

<b>Course Number:</b>	MH422X0C	<b>Pathway:</b>	Travel and Tourism
<b>Prerequisite:</b>	MH31 Sports & Entertainment Marketing I <b>OR</b> - MM51 Marketing <b>OR</b> - BF10 Principles of Business and Finance		
<b>Schools:</b>	DHS, SBHS		
<b>Aligned Industry Credential:</b>	Certified Guest Service Professionals (CGSP) Advanced Customer Service and Sales Certification Fundamental Marketing Concepts		

### **MARKETING**

This course is designed to introduce students to the dynamic processes and activities in marketing.

The experience includes students developing an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Also, students develop an understanding of marketing functions applications and impact on business operations.

<b>Course Number:</b>	MM512X0C	<b>Pathway:</b>	Marketing Management
<b>Prerequisite:</b>	None		
<b>Schools:</b>	JHS, SBHS, SWHS		
<b>Aligned Industry Credential:</b>	None		

### **MARKETING APPLICATIONS**

In this course, students will apply an understanding of marketing functions and impact of the functions on business decisions. Through problem solving and critical thinking, students will apply knowledge and skills in the areas of customer relations, economics, financial analysis, channel management, marketing-information management, marketing planning, products and services management, and selling. Relative opportunities are available for students to use technology to acquire and use marketing information.

<b>Course Number:</b>	MA522X0C	<b>Pathway:</b>	Marketing Management
<b>Prerequisite:</b>	MM51 Marketing		
<b>Schools:</b>	JHS, SBHS, SWHS		
<b>Aligned Industry Credential:</b>	Customer Service and Sales Certification Advanced Customer Service and Sales Certification Fundamental Marketing Concepts		

**PRINCIPLES OF BUSINESS AND FINANCE**

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. \*Honors Credit is available for this course\*

<b>Course Number:</b>	BF102X0C	<b>Pathway:</b>	General Management Financial Securities and Investments
<b>Honors Course Number:</b>	BF105X0C		
<b>Prerequisite:</b>	None		
<b>Schools:</b>	DHS, JHS, NSHS, RHS, SBHS, SWHS, WOHS		
<b>Aligned Industry Credential:</b>	None		

**SALES I**

This course will teach students the basic knowledge around the sales profession. Students will explore careers in selling, personal branding, communication skills, customer service, buying behavior, technology, types of selling, product knowledge, and the selling process.

<b>Course Number:</b>	MI312X0C	<b>Pathway:</b>	Sales
<b>Prerequisite:</b>	None		
<b>Schools:</b>	DHS, JHS, NSHS, SBHS, WOHS		
<b>Aligned Industry Credential:</b>	None		

**SALES II**

This course will teach students the art of selling and will build on the content from the Sales I course. Students will further develop their personal brand and will continue to work on communication and customer service skills in addition to learning about pre and post-sales activities. Students will use role plays to engage in the selling process and will learn to think on their feet.

<b>Course Number:</b>	MI322X0C	<b>Pathway:</b>	Sales
<b>Prerequisite:</b>	MI31 Sales I		
<b>Schools:</b>	DHS, JHS, NSHS, SBHS, WOHS		
<b>Aligned Industry Credential:</b>	None		

**SPORTS AND ENTERTAINMENT MARKETING I**

In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights, business foundations, concessions and on-site merchandising, economic foundations, human relations, and safety and security.

<b>Course Number:</b>	MH312X0C	<b>Pathway:</b>	Sports and Entertainment Marketing
<b>Prerequisite:</b>	None		
<b>Schools:</b>	JHS, SBHS, WOHS		
<b>Aligned Industry Credential:</b>	None		

**SPORTS AND ENTERTAINMENT MARKETING II - HONORS**

In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights, business foundations, concessions and on-site merchandising, economic foundations, human relations, and safety and security. \*This course receives Honors Credit\*

<b>Honors Course Number:</b>	MH325X0C	<b>Pathway:</b>	Sports and Entertainment Marketing
<b>Prerequisite:</b>	MH31 Sports and Entertainment Marketing I		
<b>Schools:</b>	JHS, SBHS, WOHS		
<b>Aligned Industry Credential:</b>	Customer Service and Sales Certification Advanced Customer Service and Sales Certification Fundamental Marketing Concepts		



Retail Business Manager jobs are expected to grow 11% by 2026 and earn an average of \$89,299 in the Jacksonville/New Bern region.

# Computer Science & Information Technology Education

Computer Science and Information Technology is focused on building linkages in information technology occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

Computer Science Principles Career Pathway (CSPR)			
Prerequisite	Concentrator	Career Pathway Major	Schools
BP41 Computer Science Principles I	BP42 Computer Science Principles II	2A02 AP Computer Science OR CTE Advanced Studies OR CTE Internship	DHS JHS NSHS RHS SBHS SWHS WOHS

AP Computer Science Career Pathway (APCS)			
Prerequisite	Concentrator	Career Pathway Major	Schools
OA02 AP Computer Science Principles	2A02 AP Computer Science	CTE Advanced Studies OR CTE Internship	NSHS RHS

Network Security Career Pathway (NESE)			
Prerequisite & Concentrator	Career Pathway Major	Career Pathway Major	Schools
BL21 Cyber Literacy AND BC10 Cybersecurity Essentials	BN31 Network Security I & BN32 Network Security II	CTE Advanced Studies OR CTE Internship	ENCRSC

**Did You Know?**

It's estimated that there will be over 36,000 new Software Developer jobs in North Carolina by 2026. Software Developers earn an average of \$100,560!

## Computer Science and Information Technology Education

### CYBER LITERACY

Cyber Literacy A is a hands-on curriculum that builds a strong cyber foundation for high school students. The course introduces students to cyber by blending robotics, programming, electricity, and elements of liberal arts. Students will learn about the opportunities, threats, responsibilities, and legal constraints associated with operating in cyberspace. Throughout the course, students learn the basics of electricity, programming, and networking as well as develop critical thinking skills. Cyber Literacy lays a foundation for further exploration into STEM and Cyber related topics.

<b>Course Number:</b>	BL212X0C	<b>Pathway:</b>	Network Security
<b>Prerequisite:</b>	Paired with BC10 Cybersecurity Essentials		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>			

### COMPUTER SCIENCE PRINCIPLES I

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

<b>Course Number:</b>	BP412X0C	<b>Pathway:</b>	Computer Science
<b>Prerequisite:</b>	None		
<b>Schools:</b>	DHS, JHS, NSHS, RHS, SBHS, SWHS, WOHS		
<b>Aligned Industry Credential:</b>	MTA 98-381 Introduction to Programming Using Python		

### COMPUTER SCIENCE PRINCIPLES II

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

<b>Course Number:</b>	BP422X0C	<b>Pathway:</b>	Computer Science
<b>Prerequisite:</b>	BP41 Computer Science Principles I		
<b>Schools:</b>	DHS, JHS, NSHS, RHS, SBHS, SWHS, WOHS		
<b>Aligned Industry Credential:</b>	None		

### AP COMPUTER SCIENCE PRINCIPLES

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

\*This course receives AP credit\*

<b>Course Number:</b>	OA027X0CAP	<b>Pathway:</b>	Computer Science
<b>Prerequisite:</b>	None		
<b>Schools:</b>	NSHS, RHS		
<b>Aligned Industry Credential:</b>			

### AP COMPUTER SCIENCE A

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.\*This course receives AP credit\*

<b>Course Number:</b>	2A027X0CAP	<b>Pathway:</b>	Computer Science
<b>Prerequisite:</b>	None		
<b>Schools:</b>	RHS		
<b>Aligned Industry Credential:</b>			



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## Computer Science and Information Technology Education

### CYBERSECURITY ESSENTIALS

This course is designed for students who are considering IT as a career with specialization in cybersecurity. This foundational course provides an overview of the fundamentals of networking and general concepts involved in maintaining a secure network computing environment. This course also provides students with an overview of the fundamentals of cybersecurity, the nature and scope of today's cybersecurity challenges, strategies for network defense, as well as detailed information about next-generation cybersecurity solutions.

<b>Course Number:</b>	BC102X0C	<b>Pathway:</b>	Network Security
<b>Prerequisite:</b>	Paired with BL21 Cyber Literacy		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	Palo Alto Networks Certified Cybersecurity Associate (PCCSA)		

### MICROSOFT EXCEL - HONORS

Students in Microsoft Imagine Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This 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. \*This course receives **Honors Credit**\*

<b>Honors Course Number:</b>	BM205X0C	<b>Pathway:</b>	Supplements all Pathways
<b>Prerequisite:</b>	None		
<b>Schools:</b>	DHS, JHS, NSHS, RHS, SBHS, SWHS, WOHS		
<b>Aligned Industry Credential:</b>	Microsoft Office 2016 Excel Expert		

### NETWORKING SECURITY I

This course is designed to provide students with a solid foundation in Network Security. The experience includes students focusing on threats, attacks and vulnerabilities, technologies and tools, and architecture and design.

<b>Course Number:</b>	BN312X0C	<b>Pathway:</b>	Network Security
<b>Prerequisite:</b>	BL21 Cyber Literacy AND BC10 Cybersecurity Essentials Paired with BN32 Networking Security II		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	None		

### NETWORKING SECURITY II

This course is designed to prepare students are prepared with the skills and knowledge to install, configure, and troubleshoot computer networks. The experience includes students focusing on the identifying and accessing management, risk management, and cryptography and PKI.

<b>Course Number:</b>	BN322X0C	<b>Pathway:</b>	Network Security
<b>Prerequisite:</b>	BL21 Cyber Literacy AND BC10 Cybersecurity Essentials Paired with BN31 Networking Security I		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	CompTIA Security+		

DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe.



SkillsUSA-NC offers many activities including professional and leadership development conferences, competitions that measure both technical and employability skills, and opportunities for scholarships, employment, networking and competitive skills and leadership events are held for regional, state, national, and international levels.

## Family & Consumer Sciences Education

Family and Consumer Sciences (FCS) provides the bridge needed by all students to deal with major societal issues such as work-and-family, health care, child and elder care, family and community violence and crime, global economics and politics, and technology usage.

### Apparel and Textile Production Career Pathway (ATPR)

Prerequisite	Concentrator	Career Pathway Major	Schools
FA31 Apparel and Textile Production I	FA32 Apparel and Textile Production II	CTE Advanced Studies OR CTE Internship	JHS

### Counseling and Mental Health Career Pathway (CMHC)

Prerequisite	Concentrator	Career Pathway Major	Schools
FC13 Counseling and Mental Health I	FC14 Counseling and Mental Health II	CTE Advanced Studies OR CTE Apprenticeship OR CTE Internship	DHS WOHS

### Food & Nutrition Career Pathway (FONU)

Prerequisite	Concentrator	Career Pathway Major	Schools
FN41 Food and Nutrition I	FN42 Food and Nutrition II	FN43 Food Science and Technology (H) OR Cooperative Education OR CTE Advanced Studies OR CTE Apprenticeship OR CTE Internship	DHS JHS NSHS RHS SBHS SWHS WOHS

### Culinary Arts Applications Career Pathway (CULA)

Prerequisite & Concentrator	Career Pathway Major	Career Pathway Major	Schools
FH10 Culinary Arts & Hospitality I & FH11 Culinary Arts & Hospitality II Applications	FH13 Culinary Arts & Hospitality III & FH14 Culinary Arts & Hospitality IV Applications	CTE Advanced Studies OR CTE Internship	ENCRSC

Food Products & Processing Systems Career Pathway (FPPR)			
Prerequisite	Concentrator	Career Pathway Major	Schools
FN41 Food and Nutrition I	FN43 Food Science and Technology	Cooperative Education OR CTE Advanced Studies OR CTE Apprenticeship OR CTE Internship	RHS SBHS WOHS

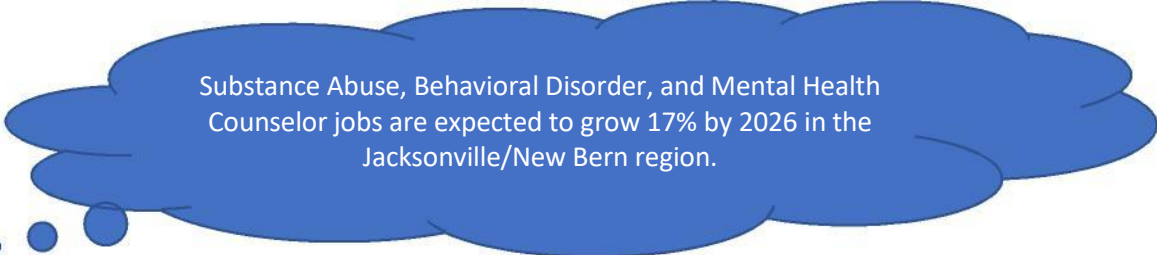
Interior Design Career Pathway (INDE)			
Prerequisite	Concentrator	Career Pathway Major	Schools
FI51 Interior Design I	FI52 Interior Design II OR FI53 Interior Digital Applications	CTE Advanced Studies OR CTE Internship	SWHS



Family, Career and Community Leaders of America (FCCLA) offers intra-curricular resources and opportunities for students to pursue careers that support families. Since 1945, FCCLA members have been making a difference in their families, careers, and communities by addressing important personal, work, and societal issues through Family and Consumer Sciences education.

Today over 175,000 members in more than 5,300 chapters are active in a network of associations in all 50 states, in addition to the Virgin Islands and Puerto Rico. The work of FCCLA helps students and teachers focus on a variety of youth concerns, including parenting, family relationships, substance abuse, peer pressure, sustainability, nutrition and fitness, teen violence, and career preparation

Did You Know?



Substance Abuse, Behavioral Disorder, and Mental Health Counselor jobs are expected to grow 17% by 2026 in the Jacksonville/New Bern region.



**COURSE DESCRIPTIONS**

**APPAREL AND TEXTILE PRODUCTION I**

In this course students are introduced to the apparel and textile industry in the area of design, textiles and apparel engineering. Emphasis is placed on students applying these design and engineering skills to create and produce apparel products.

<b>Course Number:</b>	FA312X0C	<b>Pathway:</b>	Apparel & Textile Production
<b>Prerequisite:</b>	None		
<b>Schools:</b>	JHS		
<b>Aligned Industry Credential:</b>			

**APPAREL AND TEXTILE PRODUCTION II**

Students in this course will gain a deeper understanding of design principles, engineering, fabrication and global needs of an ever-changing apparel and textile industry. The course provides a major focus on textile design, textile science, product construction, global manufacturing, and the apparel/textile market while incorporating and scaffolding prerequisite concepts. Emphasis is placed on application of design and engineering skills used to create, produce, and prepare a product for market. Students will also gain the entrepreneurial skills, necessary for successful marketing and distribution of an apparel product.

<b>Course Number:</b>	FA322X0C	<b>Pathway:</b>	Apparel & Textile Production
<b>Prerequisite:</b>	FA31 Apparel and Textile Production I		
<b>Schools:</b>	JHS		
<b>Aligned Industry Credential:</b>	Pre-Professional Assessment and Certification in Fashion, Textiles, and Apparel		

**CULINARY ARTS AND HOSPITALITY I**

This course is designed to introduce students to the hospitality and food service industry by learning about components of professional practice and building basic knowledge and skills in food preparation, garde manger, baking, and food service operations. The introduction includes students learning food safety, breakfast cookery, salads and sandwiches, quick breads and cookies, and dining room service.

<b>Course Number:</b>	FH102X0C	<b>Pathway:</b>	Culinary Arts Applications
<b>Prerequisite:</b>	Must enroll in FH11 Culinary Arts & Hospitality II concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	Certified Food Protection Manager		

**CULINARY ARTS AND HOSPITALITY II APPLICATIONS**

This course is designed for students to demonstrate their knowledge and skills in basic food preparation, garde manger, baking and food service operations by planning and executing the program’s school-based enterprise. The experience includes students preparing and selling breakfast items, salads and sandwiches, and quick breads and cookies while applying safety, sanitation, and guest service skills.

<b>Course Number:</b>	FH112X0C	<b>Pathway:</b>	Culinary Arts Applications
<b>Prerequisite:</b>	Must enroll in FH10 Culinary Arts & Hospitality I concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	Certified Food Protection Manager		

**CULINARY ARTS AND HOSPITALITY III**

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

<b>Course Number:</b>	FH132X0C	<b>Pathway:</b>	Culinary Arts Applications
<b>Prerequisite:</b>	Must enroll in FH14 Culinary Arts & Hospitality IV Applications concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	ProStart Certificate of Achievement		

**CULINARY ARTS AND HOSPITALITY IV APPLICATIONS**

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

<b>Course Number:</b>	FH142X0C	<b>Pathway:</b>	Culinary Arts Applications
<b>Prerequisite:</b>	Must enroll in FH13 Culinary Arts & Hospitality III Applications concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	ProStart Certificate of Achievement		

## Family & Consumer Science Education

### **FOOD AND NUTRITION I**

This course examines the nutritional needs of the individual. Emphasis is placed on fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management.

<b>Course Number:</b>	FN412X0C	<b>Pathway:</b>	Food & Nutrition Food Products & Processing Systems
<b>Prerequisite:</b>	None		
<b>Schools:</b>	DHS, JHS, NSHS, RHS, SBHS, SWHS, WOHS		
<b>Aligned Industry Credential:</b>	Accredited Food Handler Certificate		

### **FOOD AND NUTRITION II**

In this course, students experience the intersection of nutrition science and food preparation, while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students learn how to manage food safety; plan and prepare meals for a variety of consumers and clients; and explore the food system and global cuisines. \*Honors Credit is available for this course\*

<b>Course Number:</b>	FN422X0C	<b>Pathway:</b>	Food & Nutrition
<b>Honors Course Number:</b>	FN425X0C		
<b>Prerequisite:</b>	FN41 Food And Nutrition I		
<b>Schools:</b>	DHS, JHS, NSHS, RHS, SBHS, SWHS, WOHS		
<b>Aligned Industry Credential:</b>	ServeSafe Approved Certified Food Protection Manager Pre-Professional Assessment and Certification in Nutrition, Food, and Wellness		

### **FOOD SCIENCE AND TECHNOLOGY - HONORS**

This course explores the food industry from the farm to the table using skills in food science, technology, engineering, and mathematics. Government regulations, emerging trends, biotechnology, and technological career opportunities from scientists to technicians will be presented. The student examines production, processing, preparation, preservation, and packaging principles along the farm to table continuum. The student begins to understand how food technology affects the food that he/she eats. - \*This course receives **Honors Credit**\*

<b>Honors Course Number:</b>	FN435X0C	<b>Pathway:</b>	Food Products & Processing Systems
<b>Prerequisite:</b>	FN41 Food and Nutrition I AND Completion of 1 Science		
<b>Schools:</b>	RHS, SBHS, WOHS		
<b>Aligned Industry Credential:</b>	Pre-Professional Assessment and Certification in Food Science Fundamentals		

### **INTERIOR DESIGN I**

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

<b>Course Number:</b>	FI512X0C	<b>Pathway:</b>	Interior Design
<b>Prerequisite:</b>	None		
<b>Schools:</b>	SWHS		
<b>Aligned Industry Credential:</b>	None		

### **INTERIOR DESIGN II**

This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures.

<b>Course Number:</b>	FI522X0C	<b>Pathway:</b>	Interior Design
<b>Prerequisite:</b>	FI51 Interior Design I		
<b>Schools:</b>	SWHS		
<b>Aligned Industry Credential:</b>	None		

### **PRINCIPLES OF FAMILY AND HUMAN SERVICES**

Students learn life literacy skills and individual, family, and community systems in the context of the human services field. Emphasis is placed on human development, professional skills, diversity, analyzing community issues, and life management. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing.

<b>Course Number:</b>	FC112X0C	<b>Pathway:</b>	Supplemental to All FCS Pathways
<b>Prerequisite:</b>	None		
<b>Schools:</b>	DHS, JHS, NSHS, RHS, SBHS, SWHS, WOHS		
<b>Aligned Industry Credential:</b>	None		

**COUNSELING AND MENTAL HEALTH I**

This course is designed to introduce students to the counseling and mental health field through understanding how to create healthy, respectful, and caring relationships across the life span. Emphasis is placed on understanding mental health, family and friend dynamics, effective communication, and healthy intrapersonal and interpersonal relationships.

<b>Course Number:</b>	FC132X0C	<b>Pathway:</b>	Counseling and Mental Health
<b>Prerequisite:</b>	None		
<b>Schools:</b>	DHS, WOHS		
<b>Aligned Industry Credential:</b>	None		

**COUNSELING AND MENTAL HEALTH II**

Students in this course will gain a deeper understanding for the counseling and mental health field and factors that affect mental health. Emphasis is placed on understanding the human brain and psyche, theories of development, mental disorders, treatment options, and teen violence issues. Activities engage students in exploring various counseling and mental health careers, while building essential life literacy skills they can apply in their own lives to achieve optimal wellbeing.

<b>Course Number:</b>	FC142X0C	<b>Pathway:</b>	Counseling and Mental Health
<b>Prerequisite:</b>	FC13 Counseling and Mental Health II		
<b>Schools:</b>	DHS, WOHS		
<b>Aligned Industry Credential:</b>	None		

Did You Know ?

Food Service Managers earn an average of \$45,903 in the Jacksonville/New Bern region many of which don't require a 4 year degree!

There are over 1,300 job openings each year for Child, Family, and School Social Workers in North Carolina!

Did You Know ?

Did You Know ?

Want to start your own restaurant? Why not enroll in both culinary arts and entrepreneurship courses to learn how!

## Health Science Education

Health Science Education provides a comprehensive program to meet the needs of the healthcare industry. Courses motivate students and prepare them to pursue a career as a future health professional. Emphasis is placed on the various domains of healthcare and related skills such as: employability skills, prevention (wellness), diagnostics, therapeutics, and rehabilitation.

Healthcare Professional Career Pathway (HPCP)			
Prerequisite	Concentrator	Career Pathway Major	Schools
HU40 Health Science I	HU42 Health Science II	HN43 Nursing Fundamentals and Practicum (H) (2 credits) OR HN45 Public Health Fundamentals OR HH32 Pharmacy Technician (H) OR CTE Advanced Studies OR CTE Internship	DHS JHS NSHS RHS SBHS WOHS ENCRSC

Healthcare Professional Career Pathway (HPCP) **ENC Regional Skills Center Specialized Pathway**			
Prerequisite & Concentrator	Career Pathway Major	Career Pathway Major	Schools
HU40 Health Science I & HU42 Health Science II  <i>(These courses must be taken at the home high school)</i>	HN43 Nursing Fundamentals and Practicum (H) (2 credits)	HH32 Pharmacy Technician (H) & HN44 Fundamentals of Gerontology	ENCRSC

Biomedical Technology Career Pathway (BTCP)			
Prerequisite	Concentrator	Career Pathway Major	Schools
HU40 Health Science I	HB11 Biomedical Technology	CTE Advanced Studies OR CTE Internship	DHS JHS NSHS RHS SBHS

PLTW Biotechnology Research & Development Career Pathway (PLWB)				
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major	Schools
HP70 PLTW Principles of Biomedical Sciences (H)	(Future) HP71 PLTW Human Body Systems	(Future) HP72 PLTW Medical Interventions	(Future) HP73 PLTW Biomedical Innovations OR CTE Advanced Studies OR CTE Internship	SBHS

Did You Know ?

In the Jacksonville/New Bern region, Physical Therapists earn an average of \$87,924!



HOSA Future Health Professionals is a career and technical student organization of, by, and for students who are or have been enrolled in a Health Science Education program, or are interested in, planning to pursue, or pursuing a career in the health professions. HOSA Future Health Professionals provides a unique program of leadership development, motivation, and recognition exclusively for students enrolled in Health Science programs. There are more than 50 competitive events in HOSA, including health science events, health professions events, emergency preparedness events, leadership events, teamwork events, recognition events, and other opportunities for recognition.

## Health Science Education

### **HEALTH SCIENCE I**

This course focuses on human anatomy, physiology, human body diseases and disorders, and biomedical therapies. Students will learn about healthcare careers within the context of human body systems. \*Honors Credit is available for this course\*

<b>Course Number:</b>	HU402X0C	<b>Pathway:</b>	Healthcare Professional Biomedical Technology
<b>Honors Course Number:</b>	HU405X0C		
<b>Prerequisite:</b>	None		
<b>Schools:</b>	DHS, JHS, NSHS, RHS, SWHS, SBHS, WOHS		
<b>Aligned Industry Credential:</b>	Stop The Bleed		

### **HEALTH SCIENCE II**

This course is designed to help students expand their understanding of financing and trends of healthcare agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training for healthcare professionals. \*Honors Credit is available for this course\*

<b>Course Number:</b>	HU422X0C	<b>Pathway:</b>	Healthcare Professional
<b>Honors Course Number:</b>	HU425X0C		
<b>Prerequisite:</b>	HU40 Health Science I		
<b>Schools:</b>	DHS, JHS, NSHS, RHS, SWHS, SBHS, WOHS		
<b>Aligned Industry Credential:</b>	First Aid OSHA 10-Hour General Healthcare Industry Certification		

### **BIOMEDICAL TECHNOLOGY I**

This course challenges students to investigate current trends in health care. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. \*Honors Credit is available for this course\*

<b>Course Number:</b>	HB112X0C	<b>Pathway:</b>	Biomedical Technology
<b>Honors Course Number:</b>	HB115X0C		
<b>Prerequisite:</b>	HU40 Health Science I		
<b>Schools:</b>	DHS, JHS, NSHS, RHS, SBHS		
<b>Aligned Industry Credential:</b>	None		

### **NURSING FUNDAMENTALS AND PRACTICUM - HONORS**

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. \*This course receives Honors Credit\*

<b>Honors Course Number:</b>	HN435X03	<b>Pathway:</b>	Healthcare Professional
<b>Prerequisite:</b>	HU42 Health Science II		
<b>Schools:</b>	ENCRSC, JHS		
<b>Aligned Industry Credential:</b>	North Carolina Nurse Aide I		

### **PHARMACY TECHNICIAN - HONORS**

This course has self-paced, on-line instruction designed to prepare high school seniors for a pharmacy technician career. Topics included in this course are federal law, medication used in major body systems, calculations, and pharmacy operations. \*This course receives Honors Credit\*

<b>Honors Course Number:</b>	HN455X0C	<b>Pathway:</b>	Healthcare Professional
<b>Prerequisite:</b>	HU32 Health Science II		
<b>Schools:</b>	ENCRSC, RHS, SBHS		
<b>Aligned Industry Credential:</b>	Cpht Certified Pharmacy Technician		

### **PLTW PRINCIPLES OF BIOMEDICAL SCIENCES - HONORS**

This course is designed for students to investigate the human body systems and various health conditions. They determine factors that lead to the death of a fictional person and investigate lifestyle choices. \*This course receives Honors Credit\*

<b>Course Number:</b>	HP705X0C	<b>Pathway:</b>	PLTW Biomedical Research and Development
<b>Prerequisite:</b>	HU42 Health Science II		
<b>Schools:</b>	SBHS		
<b>Aligned Industry Credential:</b>	None		

## Health Science Education

### **PUBLIC HEALTH FUNDAMENTALS**

Adapted from the NC Division of Health Services Regulation, this course is designed to assist future healthcare professionals understand the unique challenges and strategies involved in the delivery of healthcare outside traditional facilities and without traditional supervision structure and is responsive to overwhelming need for community-based healthcare.

<b>Course Number:</b>	HN452X0C	<b>Pathway:</b>	Healthcare Professional
<b>Prerequisite:</b>	HU32 Health Science II		
<b>Schools:</b>	DHS, JHS, RHS, SBHS		
<b>Aligned Industry Credential:</b>	Home Health Care endorsement to the NC Nurse Aide		

### **FUNDAMENTALS OF GERONTOLOGY**

This course is designed to assist future healthcare professionals to understand the unique physical and psychological changes related to aging. Healthcare strategies to meet the needs of the aging population will be addressed. Healthcare agencies may require testing for tuberculosis and/or other diseases and a criminal record check for felonies related to drugs.

<b>Course Number:</b>	HN442X0C	<b>Pathway:</b>	Healthcare Professional
<b>Prerequisite:</b>	HU32 Health Science II		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	Home Health Care endorsement to the NC Nurse Aide		

### **FOUNDATIONS OF HEALTH SCIENCE**

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

<b>Course Number:</b>	HU102X0C	<b>Pathway:</b>	Supplemental To All Health Science Pathways
<b>Prerequisite:</b>	None		
<b>Schools:</b>	DHS, JHS, RHS, NSHS, SBHS, SWHS, WOHS		
<b>Aligned Industry Credential:</b>	No		



There are an average of 7,400 Registered Nurse positions open annually at an average salary of \$62,940!

# Trade, Technology, Engineering, and Industrial Education

Do you like working with your hands? Want to design and build a house, fight fire, save a life, design products, repair things or even take them apart? TTE&I programs provide students with the skills and conceptual knowledge needed for careers in industry, engineering and design. Pathway groups include Construction, Engineering, Animation, Emergency Services and Automotive.

## CONSTRUCTION PATHWAYS

Carpentry Career Pathway (CARP)				
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major	Schools
IC00 Construction Core	IC21 Carpentry I	IC22 Carpentry II (H)	IC23 Carpentry III (H) OR CTE Advanced Studies OR CTE Internship	DHS JHS SWHS WOHS

Electrical Trades Career Pathway (ELTR)				
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major	Schools
IC00 Construction Core	IC41 Electrical Trades I	IC42 Electrical Trades II (H)	IC43 Electrical Trades III (H) OR CTE Advanced Studies OR CTE Internship	JHS SBHS

Marine Trades Career Pathway (MATR)				
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major	Schools
IC00 Construction Core	IL53 Marine Occupations	IL54 Marine Occupations II	IL73 Marine Occupations III OR CTE Advanced Studies OR CTE Internship	DHS

Masonry Career Pathway (MASO)				
Foundational Prerequisite	Prerequisite	Concentrator	Career Pathway Major	Schools
IC00 Construction Core	IC11 Masonry I	IC12 Masonry II (H)	IC13 Masonry III (H) OR CTE Advanced Studies OR CTE Internship	RHS SBHS WOHS



Drafting Architectural Career Pathway (DRFA)			
Prerequisite	Concentrator	Career Pathway Major	Schools
IC61 Drafting I	IC62 Drafting II – Architectural (H)	IC63 Drafting III – Architectural (H) OR CTE Advanced Studies OR CTE Internship	JHS RHS

Welding Career Pathway (WELD)			
Prerequisite	Concentrator	Career Pathway Major	Schools
IM61 Welding Technology I & IM62 Welding Technology II	IM63 Welding Technology III & CTE Advanced Studies	CTE Internship	ENCRSC

Woodworking Career Pathway (WOWO)			
Prerequisite	Concentrator	Career Pathway Major	Schools
IM21 Woodworking I	IM22 Woodworking II	CTE Advanced Studies OR CTE Internship	SBHS



SkillsUSA is a national Career and Technical Student Organization serving high school, college and middle school students who are preparing for careers or further education in more than 130 trade, technical and skilled service occupations areas. It is an integral part of the classroom and serves more than 360,000 members nationwide. Originally found as V.I.C.A. (Vocational Industrial Clubs of America), SkillsUSA has been developing champions at work since 1965. SkillsUSA works as a partnership of students, teachers and industry working together to ensure America has a skilled workforce. The organization improves the quality of our nation’s future skilled workforce through the development of Framework skills that include personal, workplace and technical skills grounded in academics. We do this through a variety of local, state and national opportunities that include leadership development conferences, educational resources and curriculum for instructors, industry-driven competitive events, and local chapters activities that provide students with the opportunity to lead and grow in their schools and communities.

## Trade, Technology, Engineering, and Industrial Education

### **CONSTRUCTION CORE**

The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to construction drawing blueprints, material handling, basic communication skills, basic employability skills, green construction practices, and green building rating systems.

<b>Course Number:</b>	IC002X0C	<b>Pathway:</b>	Carpentry
<b>Prerequisite:</b>	None		
<b>Schools:</b>	DHS, JHS, RHS, SWHS, SBHS, WOHS		
<b>Aligned Industry Credential:</b>	OSHA 10 Hour Construction Industry Safety Certification		

### **CARPENTRY I**

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

<b>Course Number:</b>	IC212X0C	<b>Pathway:</b>	Carpentry
<b>Prerequisite:</b>	IC00 Construction Core		
<b>Schools:</b>	DHS, JHS, SWHS, WOHS		
<b>Aligned Industry Credential:</b>	NCCER Carpentry I Credential		

### **CARPENTRY II - HONORS**

This course builds on skills mastered in Carpentry I and provides an emphasis on roof framing procedures, roofing applications, thermal and moisture protection, windows and exterior doors installation, exterior finishing, and the introduction to weatherization module. \*This course receives Honors Credit\*

<b>Honors Course Number:</b>	IC225X0C	<b>Pathway:</b>	Carpentry
<b>Prerequisite:</b>	IC21 Carpentry I		
<b>Schools:</b>	DHS, JHS, SWHS, WOHS		
<b>Aligned Industry Credential:</b>	NCCER Carpentry II Credential		

### **CARPENTRY III - HONORS**

This course builds on skills mastered in Carpentry II and develops advanced technical aspects of carpentry with the emphasis on commercial drawing, cold-formed steel framing construction methods, drywall installations, drywall finishing procedures, doors and door hardware installation, and windows, door, floor and ceiling trim procedures. \*This course receives Honors Credit\*

<b>Honors Course Number:</b>	IC235X0C	<b>Pathway:</b>	Carpentry
<b>Prerequisite:</b>	IC22 Carpentry II		
<b>Schools:</b>	DHS, JHS, SWHS, WOHS		
<b>Aligned Industry Credential:</b>	NCCER Carpentry III Credential		

### **DRAFTING I**

This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas, concepts and trends found in the areas of architecture, manufacturing, engineering, science, and mathematics, sketching and computer assisted design (CAD) skills and techniques. \*Honors Credit is available for this course\*

<b>Course Number:</b>	IC612X0C	<b>Pathway:</b>	Drafting Architectural Drafting Engineering
<b>Honors Course Number:</b>	IC615X0C		
<b>Prerequisite:</b>	None		
<b>Schools:</b>	JHS, NSHS, RHS		
<b>Aligned Industry Credential:</b>	Autodesk Certified User AutoCAD		

### **DRAFTING II – ARCHITECTURAL - HONORS**

This course focuses on the principles, concepts of architectural design , and use of Building Information Modeling (BIM), used in the field of architecture. An emphasis is placed on the use of 3D CAD tools in the design and execution of floor plans , foundation plans, wall sections, and elevation drawings. An understanding of 3D CAD concepts and terms , and the use of 3D CAD software such as REVIT , are essential to this course, and the required method of producing finished drawings. \*This course receives Honors Credit\*

<b>Honors Course Number:</b>	IC625X0C	<b>Pathway:</b>	Drafting Architectural
<b>Prerequisite:</b>	IC61 Drafting I		
<b>Schools:</b>	JHS, RHS		
<b>Aligned Industry Credential:</b>	Autodesk Certified User Revit		

## Trade, Technology, Engineering, and Industrial Education

### **DRAFTING III – ARCHITECTURAL - HONORS**

This course introduces students to advanced architectural design concepts, and Building Information Modeling (BIM). Emphasis is placed on the continued use of 3D CAD tools and software such as REVIT, in the design and execution of site and foundation plans, electrical/lighting plans, stair/railing design, bath and kitchen details, multi-level floor systems, site development, renderings and walkthroughs, as well as small commercial building and design. \*This course receives **Honors Credit**\*

<b>Honors Course Number:</b>	IC635X0C	<b>Pathway:</b>	Drafting Architectural
<b>Prerequisite:</b>	IC62 Drafting II – Architectural		
<b>Schools:</b>	JHS		
<b>Aligned Industry Credential:</b>	Autodesk Certified Professional Revit		

### **ELECTRICAL TRADES I**

This course covers basic electrical trades' terminology and develops technical aspects of electrical trades with emphasis on the development of introductory skills, such as residential wiring, electrical installation, and service. Topics include orientation to the electrical trade, electrical safety, introduction to electrical circuits, electrical theory, introduction to the National Electric Code, device boxes, hand bending techniques, raceways and fittings, and introduction to weatherization.

<b>Course Number:</b>	IC412X0C	<b>Pathway:</b>	Electrical Trades
<b>Prerequisite:</b>	IC00 Construction Core		
<b>Schools:</b>	JHS, SBHS		
<b>Aligned Industry Credential:</b>	NC NCCER Electrical Trades I Credential		

### **ELECTRICAL TRADES II - HONORS**

This course builds on skills mastered in Electrical Trades I and provides an emphasis on conductors and cables, construction drawings, residential electric services, electrical test equipment usage, alternating current (A/C) theory, grounding and bonding techniques, motors: theory and application, and electric lighting to structures. \*This course receives **Honors Credit**\*

<b>Honors Course Number:</b>	IC425X0C	<b>Pathway:</b>	Electrical Trades
<b>Prerequisite:</b>	IC41 Electrical Trades I		
<b>Schools:</b>	JHS, SBHS		
<b>Aligned Industry Credential:</b>	NC NCCER Electrical Trades II Credential		

### **ELECTRICAL TRADES III - HONORS**

This course builds on skills mastered in Electrical Trades II and provides an emphasis on conduit bending techniques, pull and junction boxes, conductor installations, cable tray, conductor terminations and splices, circuit breakers and fuses, and control systems and fundamental concepts. Upon successful completion of this course, students should be prepared to enter the workforce as an electrical helper and/or continuing education towards degrees in Construction Management or Electrical Engineering. \*This course receives **Honors Credit**\*

<b>Honors Course Number:</b>	IC435X0C	<b>Pathway:</b>	Electrical Trades
<b>Prerequisite:</b>	IC42 Electrical Trades III		
<b>Schools:</b>	JHS, SBHS		
<b>Aligned Industry Credential:</b>	NC NCCER Electrical Trades III Credential		

### **MASONRY I - HONORS**

This course covers basic masonry terminology and develops technical aspects of the masonry industry with emphasis on the development of introductory skills to include the introduction to masonry, masonry tools and equipment, measurement, drawings and specifications, mortar procedures, and masonry units and installation techniques. \*This course receives **Honors Credit**\*

<b>Honors Course Number:</b>	IC115X0C	<b>Pathway:</b>	Masonry
<b>Prerequisite:</b>	IC00 Construction Core		
<b>Schools:</b>	RHS, SBHS, WOHS		
<b>Aligned Industry Credential:</b>	NC NCCER Masonry I Credential		

### **MASONRY II**

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

<b>Course Number:</b>	IC122X0C	<b>Pathway:</b>	Masonry
<b>Prerequisite:</b>	IC11 Masonry I		
<b>Schools:</b>	RHS, SBHS, WOHS		
<b>Aligned Industry Credential:</b>	NC NCCER Masonry II Credential		

## Trade, Technology, Engineering, and Industrial Education

### **MASONRY III - HONORS**

This course builds on skills mastered in Masonry II and provides an emphasis on advanced laying techniques, construction techniques and moisture control procedures, and construction, inspection and quality control processes. Introductory skills for the Crew Leader are also introduced in this course. \*This course receives **Honors Credit**\*

<b>Honors Course Number:</b>	IC135X0C	<b>Pathway:</b>	Masonry
<b>Prerequisite:</b>	IC12 Masonry II		
<b>Schools:</b>	RHS, SBHS, WOHS		
<b>Aligned Industry Credential:</b>	NC NCCER Masonry III Credential		

### **MARINE OCCUPATIONS I**

This locally developed course includes curriculum content from the U.S. Power Squadron's American Boating Course, Engine Maintenance, Seamanship, Piloting, Weather, and Navigation. Successful completion of this course leads to a U.S. Power Squadron Safe Boating Certificate in addition to the N.C. Safe Boating Certificate. Students gain basic seamanship skills which include: how weather systems form, behave, move and interact with each other as well as understanding maritime navigation, reading and using navigational charts, using piloting tools, safe boat handling, navigational rules, government regulations, marine propulsion systems, basic engine components, electrical and starting systems, hull design and performance, and use of GPS systems.

<b>Course Number:</b>	IL532X0C	<b>Pathway:</b>	Marine Trades
<b>Prerequisite:</b>	IC00 Construction Core		
<b>Schools:</b>	DHS		
<b>Aligned Industry Credential:</b>			

### **MARINE OCCUPATIONS II**

This locally developed course includes curricula for the maritime industry from the National Center for Construction Education and Research (NCCER). Course content includes competency-based modules, case histories, step-by-step instructional outlines, and trade terminology. The curricula and corresponding NCCER assessments provide trainees with globally portable credentials and maritime-specific knowledge to advance careers in the industry. Students gain an understanding of the maritime industry and maritime pipefitting trades. Skills are gained in pipefitting hand and power tools, welding safety, oxyfuel cutting, and base metal preparation.

<b>Course Number:</b>	IL542X0C	<b>Pathway:</b>	Marine Trades
<b>Prerequisite:</b>	IL53 Marine Occupations I		
<b>Schools:</b>	DHS		
<b>Aligned Industry Credential:</b>			

### **MARINE OCCUPATIONS III**

This locally developed course includes curricula for the maritime industry from the National Center for Construction Education and Research (NCCER). Course content includes competency-based modules, case histories, step-by-step instructional outlines, and trade terminology. The curricula and corresponding NCCER assessments provide trainees with globally portable credentials and maritime-specific knowledge to advance careers in the industry. Students gain understanding and skills in the following areas: Maritime Structural Fitter-Weld Quality, Tack Welding, Fire Watch, Drawings, Fitting I and Cutting and Burning Processes.

<b>Course Number:</b>	IL732X0C	<b>Pathway:</b>	Marine Trades
<b>Prerequisite:</b>	IL54 Marine Occupations II		
<b>Schools:</b>	DHS		
<b>Aligned Industry Credential:</b>			

### **WELDING TECHNOLOGY I**

This course covers basic industrial and construction welding practices, characteristics, and entry level skills. Topics include safety, tools and equipment, measurement, thermal cutting processes, base metal preparation and shielded metal arc welding (SMAW).

<b>Course Number:</b>	IM612X0C	<b>Pathway:</b>	Welding
<b>Prerequisite:</b>	Must enroll in IM62 Welding Technology II concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	AWS SENSE - Thermal Cutting Process OSHA-10- Hour Industry Certification S/P2 - Welding Safety and Pollution Prevention		

### **WELDING TECHNOLOGY II**

This course introduces advanced welding and cutting practices used in industry and construction and emphasizes hands-on experience. Topics include safety, plasma arc cutting(PAC), inspection, weld fit-up and testing, metal properties, and shielded metal (SMAW) arc welding.

<b>Course Number:</b>	IM622X0C	<b>Pathway:</b>	Welding
<b>Prerequisite:</b>	Must enroll in IM61 Welding Technology I concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	AWS SENSE- Shielded Metal Arc Welding (SMAW)		

**WELDING TECHNOLOGY III**

This course is designed to continue the development of advanced welding and cutting practices used in industry and construction and emphasizes hands-on experience. Further emphasis is placed on topics covered in Welding Technology II, and more, such as safety, weld fit-up and testing, metal properties, gas metal arc welding (GMAW), flux cored arc welding (FCAW), and gas tungsten arc welding (GTAW).

<b>Course Number:</b>	IM632X0C	<b>Pathway:</b>	Welding
<b>Prerequisite:</b>	IM62 Welding Technology II Must enroll in CTE Advanced Studies for Welding concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	AWS SENSE- Shielded Metal Arc Welding (SMAW)		

**WOODWORKING I**

This course introduces career information, employment opportunities, and skills required for work in the woodworking and cabinetmaking industry. Topics include the woodworking industries, health, and safety design and layout, materials, hand tools, power tools, portable and stationary, preparation, construction and assembly, and finishing.

<b>Course Number:</b>	IM212X0C	<b>Pathway:</b>	Woodworking
<b>Prerequisite:</b>	None		
<b>Schools:</b>	SBHS		
<b>Aligned Industry Credential:</b>	Woodwork Career Alliance Sawblade Certificate OSHA 10-Hour Construction Industry Certification		

**WOODWORKING II**

The course teaches the development of knowledge and advance skills in the woodworking and cabinetmaking industry. Emphasis is placed on advanced principles applied to the woodworking and cabinetmaking industry. Topics include advanced levels of the cabinetmaking industry, health and safety, design and layout, materials, hand tools, power tools, portable and stationary, preparation, construction and assembly, and finishing.

<b>Course Number:</b>	IM222X0C	<b>Pathway:</b>	Woodworking
<b>Prerequisite:</b>	IM21 Woodworking II		
<b>Schools:</b>	SBHS		
<b>Aligned Industry Credential:</b>	Woodwork Career Alliance Sawblade Certificate OSHA 10-Hour Construction Industry Certification		



Welders earn an average of \$40,000 in North Carolina but earn an average of \$51,828 in the Jacksonville area!



Construction Managers earn an average of \$97,290 in North Carolina and there are over 1,300 jobs opening every year!

Trade, Technology, Engineering, and Industrial Education

**ENGINEERING PATHWAYS**

<b>Drafting Engineering Career Pathway (DREN)</b>			
<b>Prerequisite</b>	<b>Concentrator</b>	<b>Career Pathway Major</b>	<b>Schools</b>
IC61 Drafting I	IV22 Drafting II – Engineering (H)	IV23 Drafting III – Engineering (H) OR CTE Advanced Studies OR CTE Internship	JHS NSHS

<b>Engineering Career Pathway (ENGI)</b>			
<b>Prerequisite</b>	<b>Concentrator</b>	<b>Career Pathway Major</b>	<b>Schools</b>
TL08 Foundations of Engineering Technology I	TL09 Foundations of Engineering Technology II	TL03 Applications of Engineering Technology OR CTE Advanced Studies OR CTE Internship	NSHS

<b>PLTW Engineering Career Pathway (PLWE)</b>			
<b>Prerequisite</b>	<b>Concentrator</b>	<b>Career Pathway Major</b>	<b>Schools</b>
TP11 PLTW Introduction to Engineering Design OR TP12 PLTW Principles of Engineering	TP21 PLTW Digital Electronics OR TP23 PLTW Civil Engineering & Architecture	TP31 PLTW Engineering Design & Development OR CTE Advanced Studies OR CTE Internship	RHS SBHS WOHS

**DRAFTING I**

This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas, concepts and trends found in the areas of architecture, manufacturing, engineering, science, and mathematics, sketching and computer assisted design (CAD) skills and techniques. \*Honors Credit is available for this course\*

<b>Course Number:</b>	IC612X0C	<b>Pathway:</b>	Drafting Architectural Drafting Engineering
<b>Honors Course Number:</b>	IC615X0C		
<b>Prerequisite:</b>	None		
<b>Schools:</b>	JHS, NSHS, RHS		
<b>Aligned Industry Credential:</b>	Autodesk Certified User AutoCAD		

**DRAFTING II ENGINEERING - HONORS**

This course teaches the development of knowledge and advanced skills in Engineering Drafting and Design. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software such as INVENTOR or SolidWorks, are essential to this course, and the required method of producing finished drawings. Topics include cover advanced levels of Engineering Drafting and Design, Career Opportunities, Problem Solving, Manufacturing Processes, Parametric- Solid Modeling, Dimensioning and Tolerancing, Working Drawings, and 3D modeling. \*This course receives **Honors Credit**\*

<b>Honors Course Number:</b>	IV225X0C	<b>Pathway:</b>	Drafting Engineering
<b>Prerequisite:</b>	IC61 Drafting I		
<b>Schools:</b>	JHS, NSHS		
<b>Aligned Industry Credential:</b>	Autodesk Certified User Inventor		

## Trade, Technology, Engineering, and Industrial Education

### **DRAFTING III ENGINEERING - HONORS**

This course teaches the development of knowledge and advanced skills in Engineering Drafting and Design. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software such as INVENTOR or SolidWorks, are essential to this course, and the required method of producing finished drawings. Topics include cover advanced levels of Engineering Drafting and Design, Employment Requirements, Engineering Design Concepts and Principles, Advanced Manufacturing Processes, Advanced Parametric-Solid Modeling, Geometric Dimensioning and Tolerancing, Work Drawings and Assemblies, 3D Modeling, Sheet Metal Parts, and Professional Portfolio. \*This course receives **Honors Credit\***

<b>Honors Course Number:</b>	IV235X0C	<b>Pathway:</b>	Drafting Engineering
<b>Prerequisite:</b>	IV22 Drafting Engineering II		
<b>Schools:</b>	JHS, NSHS		
<b>Aligned Industry Credential:</b>	Autodesk Certified Professional Inventor		

### **FOUNDATIONS OF ENGINEERING TECHNOLOGY I**

This course is an exploratory course featuring design-based problem solving and academic concepts in 6 modules from architectural design to transportation. A high-energy multimedia format takes student involvement to an even higher level. Students will use Paxton/Patterson's CAREERplus Integrated Instructional Units to explore open-ended problems and imagine solutions. Additional whole class learning experiences focus on learning the basic characteristics of technology and design.

<b>Course Number:</b>	TL082X0C	<b>Pathway:</b>	Engineering
<b>Prerequisite:</b>	None		
<b>Schools:</b>	NSHS		
<b>Aligned Industry Credential:</b>	None		

### **FOUNDATIONS OF ENGINEERING TECHNOLOGY II**

This course continues and expands on technology concepts from Foundations of Technology and Engineering 1. Technology labs in this course increase in difficulty and are foundational for preparing students to succeed in Applications of Engineering and Technology. Labs and activities in Foundations 2 explore the technologies related to current fields of engineering, including: digital electronics, robotics, lasers, and material science. Emphasis will be placed on learning to research and present information directly related to their technology based studies.

<b>Course Number:</b>	TL092X0C	<b>Pathway:</b>	Engineering
<b>Prerequisite:</b>	TL08 Foundations of Engineering Technology I		
<b>Schools:</b>	NSHS		
<b>Aligned Industry Credential:</b>	None		

### **APPLICATIONS OF ENGINEERING TECHNOLOGY II**

Students will work individually and in teams to apply engineering and technology concepts to solve real world problems. This course includes applications of alternative energy, manufacturing, architecture, and robotics. Students will gain experience using industry recognized SolidWorks design software and explore the career opportunities available in engineering and technology fields.

<b>Course Number:</b>	TL032X0C	<b>Pathway:</b>	Engineering
<b>Prerequisite:</b>	TL09 Foundations of Engineering Technology II		
<b>Schools:</b>	NSHS		
<b>Aligned Industry Credential:</b>	None		

### **PLTW INTRODUCTION TO ENGINEERING DESIGN**

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students are exposed to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peer and members of the professional community.

<b>Course Number:</b>	TP117X0CAP	<b>Pathway:</b>	PLTW Engineering
<b>Prerequisite:</b>	None		
<b>Schools:</b>	RHS, SBHS, WOHS		
<b>Aligned Industry Credential:</b>	OSHA 10 Hour Industry Safety Certification		

### **PLTW PRINCIPLES OF ENGINEERING**

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students survey engineering and are exposed to major concepts they will encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community.

<b>Course Number:</b>	TP127X0CAP	<b>Pathway:</b>	PLTW Engineering
<b>Prerequisite:</b>	None		
<b>Schools:</b>	RHS, SBHS, WOHS		
<b>Aligned Industry Credential:</b>	OSHA 10 Hour Industry Safety Certification		

**PLTW DIGITAL ELECTRONICS**

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students explore the foundations of computing by engaging in circuit design processes to create combinational logic and sequential logic (memory) as electrical engineers do in industry.

<b>Course Number:</b>	TP217X0CAP	<b>Pathway:</b>	PLTW Engineering
<b>Prerequisite:</b>	TP11 PLTW Introduction to Engineering Design OR TP12 PLTW Principles of Engineering		
<b>Schools:</b>	SBHS, WOHS		
<b>Aligned Industry Credential:</b>	OSHA 10 Hour Industry Safety Certification		

**PLTW ENGINEERING DESIGN AND DEVELOPMENT**

In this capstone Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students identify a real-world challenge and then research, design, and test a solution, ultimately presenting their unique solutions to a panel of engineers.

<b>Course Number:</b>	TP312X0C	<b>Pathway:</b>	PLTW Engineering
<b>Prerequisite:</b>	TP21 PLTW Digital Electronics OR TP23 PLTW Civil Engineering & Architecture		
<b>Schools:</b>	SBHS, WOHS		
<b>Aligned Industry Credential:</b>	OSHA 10 Hour Industry Safety Certification		

**PLTW CIVIL ENGINEERING AND ARCHITECTURE**

In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software.

<b>Course Number:</b>	TP237X0CAP	<b>Pathway:</b>	PLTW Engineering
<b>Prerequisite:</b>	TP11 PLTW Introduction to Engineering Design OR TP12 PLTW Principles of Engineering		
<b>Schools:</b>	RHS		
<b>Aligned Industry Credential:</b>	OSHA 10 Hour Industry Certification		



North Carolina Technology Student Association (NC TSA) is an essential element of the state's Technology Education Program. This student organization provides the opportunity for students to engage in activities directly reflecting the curriculum. Along with learning collaboration and leadership skills, students can engage in student-centered, complex tasks that are authentic and developed over an extended period. Beyond the powerful influence of the activities, participation in the NC-TSA helps transform one's program by affording both the teacher and his or her students the opportunity to learn from others by attending regional, state, and national conferences.



**COMPUTER ANIMATION AND DESIGN PATHWAYS**

<b>Adobe Academy Career Pathway (ADAC)</b>			
<b>Prerequisite</b>	<b>Concentrator</b>	<b>Career Pathway Major</b>	<b>Schools</b>
II31 Adobe Visual Design	II32 Adobe Digital Design OR II33 Adobe Video Design	CTE Advanced Studies OR CTE Internship	NSHS RHS

<b>Game Art Design Career Pathway (GAAR) &amp; Digital Design and Animation Career Pathway (DIDE)</b>			
<b>Prerequisite</b>	<b>Prerequisite</b>	<b>Prerequisite</b>	<b>Prerequisite</b>
TS24 Digital Design and Animation I & TS31 Game Art Design	TS25 Digital Design and Animation II & TS32 Advanced Game Design	CTE Advanced Studies OR CTE Internship	ENCRSC

<b>Programming &amp; Broadcasting Career Pathway (PRBR)</b>			
<b>Prerequisite</b>	<b>Concentrator</b>	<b>Career Pathway Major</b>	<b>Schools</b>
IL71 Programming & Broadcasting I	IL72 Programming & Broadcasting II	CTE Advanced Studies OR CTE Internship	SBHS

**ADOBE DIGITAL DESIGN**

This course is a project-based course that develops ICT, career, and communication skills in Web design using Adobe tools. This course is aligned to Adobe Dreamweaver certification.

<b>Course Number:</b>	II322X0C	<b>Pathway:</b>	Adobe Academy
<b>Prerequisite:</b>	II31 Adobe Visual Design		
<b>Schools:</b>	NSHS, RHS		
<b>Aligned Industry Credential:</b>	Adobe Dreamweaver		

**ADOBE VIDEO DESIGN**

This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification.

<b>Course Number:</b>	II332X0C	<b>Pathway:</b>	Adobe Academy
<b>Prerequisite:</b>	II31 Adobe Visual Design		
<b>Schools:</b>	NSHS, RHS		
<b>Aligned Industry Credential:</b>	Adobe Premier		

**ADOBE VISUAL DESIGN**

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

<b>Course Number:</b>	II312X0C	<b>Pathway:</b>	Adobe Pathway
<b>Prerequisite:</b>	None		
<b>Schools:</b>	NSHS, RHS		
<b>Aligned Industry Credential:</b>	Adobe Photoshop, InDesign, and Illustrator		

**PROGRAMMING & BROADCASTING I**

This course includes instruction in the various components used within television production including the use of video cameras, lighting, sound, props, editing, and recording. It assists students in producing programs shown over a school's closed-circuit television system.

<b>Course Number:</b>	IL712X0C	<b>Pathway:</b>	Programming & Broadcasting
<b>Prerequisite:</b>	None		
<b>Schools:</b>	SBHS		
<b>Aligned Industry Credential:</b>	None		

## Trade, Technology, Engineering, and Industrial Education

### **PROGRAMMING & BROADCASTING II**

This course introduces students to more advanced television production and programming skills within a studio setting. It assists students in developing programs to air on a school's closed-circuit television system.

<b>Course Number:</b>	IL722X0C	<b>Pathway:</b>	Programming & Broadcasting
<b>Prerequisite:</b>	Programming & Broadcasting I		
<b>Schools:</b>	SBHS		
<b>Aligned Industry Credential:</b>	None		

### **ADVANCED GAME ART AND DESIGN**

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

<b>Course Number:</b>	TS322X0C	<b>Pathway:</b>	Game Art Design
<b>Prerequisite:</b>	TS31 Game Art and Design Must enroll in TS25 Digital Design and Animation II concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	None		

### **GAME ART DESIGN**

This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, programming, 2D Visual theory, and interactive play technologies. Students develop physical and virtual games using hands-on experience and a variety of software.

<b>Course Number:</b>	TS312X0C	<b>Pathway:</b>	Game Art Design
<b>Prerequisite:</b>	Must enroll in TS24 Digital Design and Animation I concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	None		

### **DIGITAL DESIGN AND ANIMATION I**

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

<b>Course Number:</b>	TS242X0C	<b>Pathway:</b>	Digital Design and Animation
<b>Prerequisite:</b>	Must enroll in TS31 Game Art Design concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	Autodesk 3ds Max Certified Associate		

### **DIGITAL DESIGN AND ANIMATION II**

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

<b>Course Number:</b>	TS252X0C	<b>Pathway:</b>	Digital Design and Animation
<b>Prerequisite:</b>	TS24 Digital Design and Animation Must enroll in TS32 Advanced Game Art Design concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	Autodesk 3ds Max Certified Associate		

**EMERGENCY SERVICES PATHWAYS**

<b>Emergency Management Career Pathway (EMMG)</b>			
<b>Prerequisite</b>	<b>Concentrator</b>	<b>Career Pathway Major</b>	<b>Schools</b>
IP11 Public Safety I	IP51 Emergency Management I	IP52 Emergency Management II OR CTE Advanced Studies OR CTE Internship	SWHS

<b>Emergency Medical Technology Career Pathway (EMMT)</b>			
<b>Prerequisite</b>	<b>Concentrator</b>	<b>Career Pathway Major</b>	<b>Schools</b>
IP21 Emergency Medical Technology I	IP22 Emergency Medical Technology II (H)	CTE Advanced Studies OR CTE Internship	SWHS

<b>FireFighter Technology Career Pathway (FIFI)</b>			
<b>Prerequisite</b>	<b>Concentrator</b>	<b>Career Pathway Major</b>	<b>Schools</b>
IP31 FireFighter Technology I	IP32 FireFighter Technology II	IP33 FireFighter Technology III (H) OR IP51 Emergency Management I OR CTE Advanced Studies OR CTE Internship	SWHS

<b>Law &amp; Justice Career Pathway (LAWJ)</b>			
<b>Prerequisite</b>	<b>Concentrator</b>	<b>Career Pathway Major</b>	<b>Schools</b>
IP41 Law & Justice I	IP42 Law & Justice II	IP51 Emergency Management I OR CTE Advanced Studies OR CTE Internship	SWHS

<b>Public Safety Career Pathway (PUSA)</b>			
<b>Prerequisite</b>	<b>Concentrator</b>	<b>Career Pathway Major</b>	<b>Schools</b>
IP11 Public Safety I	IP12 Public Safety II	CTE Advanced Studies OR CTE Internship	SWHS

## Trade, Technology, Engineering, and Industrial Education

### **PUBLIC SAFETY I**

This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. FEMA certifications NIMS 100,200, 700, 800 are also a part of this course. Additionally students will develop a personal plan for a career in public safety.

<b>Course Number:</b>	IP112X0C	<b>Pathway:</b>	Public Safety Emergency Management
<b>Prerequisite:</b>	None		
<b>Schools:</b>	SWHS		
<b>Aligned Industry Credential:</b>	National Incident Management System		

### **PUBLIC SAFETY II**

This course provides a deeper level of understanding of career information in public safety by focusing on the Community Emergency Response Team (C.E.R.T.) Certification. CERT is a Federal Emergency Management Administration (FEMA) developed certification that incorporates all areas of public safety. Additionally, FEMA ICS300 Intermediate Incident Command System is covered in this course.

<b>Course Number:</b>	IP122X0C	<b>Pathway:</b>	Public Safety
<b>Prerequisite:</b>	IP11 Public Safety I		
<b>Schools:</b>	SWHS		
<b>Aligned Industry Credential:</b>	Community Emergency Response Team (CERT)		

### **EMERGENCY MANAGEMENT I**

This course is the first in a series of courses aligned to the Emergency Management certifications from FEMA and are recommended by the North Carolina Emergency Management Office at the NC Department of Public Safety as appropriate for high school students. These certifications are those required by professional in this field.

<b>Course Number:</b>	IP512X0C	<b>Pathway:</b>	Emergency Management
<b>Prerequisite:</b>	IP11 Public Safety I OR IP22 Emergency Medical Technology II OR IP32 Firefighter Technology II		
<b>Schools:</b>	SWHS		
<b>Aligned Industry Credential:</b>	NC Emergency Management I Certification		

### **EMERGENCY MANAGEMENT II**

This course is the second in a series of courses aligned to the Emergency Management certifications from FEMA are recommended by the North Carolina Emergency Management Office at the NC Department of Public Safety as appropriate for high school students. These certifications are those required by professional in this field.

<b>Course Number:</b>	IP522X0C	<b>Pathway:</b>	Emergency Management
<b>Prerequisite:</b>	IP51 Emergency Management I		
<b>Schools:</b>	SWHS		
<b>Aligned Industry Credential:</b>	NC Emergency Management I Certification - Management		

### **EMERGENCY MEDICAL TECHNOLOGY I**

This course is aligned to the EMT Basic certification available from the North Carolina Office of Emergency Medical Services and is part I of a two course sequence require to meet the mandatory hours of training. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced. Students must be 17 years of age prior to enrollment per NCOEMS requirements.

<b>Course Number:</b>	IP212X0C	<b>Pathway:</b>	Emergency Medical Technology
<b>Prerequisite:</b>	English II		
<b>Schools:</b>	SWHS		
<b>Aligned Industry Credential:</b>	None		

### **EMERGENCY MEDICAL TECHNOLOGY II - HONORS**

This course is aligned to the EMT Basic certification available from the North Carolina Office of Emergency Medical Services and is part II of a two course sequence require to meet the mandatory hours of training. \*This course receives **Honors Credit**\*

<b>Honors Course Number:</b>	IP225X0C	<b>Pathway:</b>	Emergency Medical Technology
<b>Prerequisite:</b>	IP21 Emergency Medical Technology I		
<b>Schools:</b>	SWHS		
<b>Aligned Industry Credential:</b>	Emergency Medical Technician Basic (NC-EMT Basic)		

**FIREFIGHTER TECHNOLOGY I**

This course covers part of the NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include: Orientation and Safety Health and Wellness; Fire Behavior; Personal Protective Equipment; Fire Hose, Streams, and Appliances, Portable Extinguishers; Foam Fire Streams; and Emergency Medical CARC.

<b>Course Number:</b>	IP312X0C	<b>Pathway:</b>	Firefighter Technology
<b>Prerequisite:</b>	None		
<b>Schools:</b>	SWHS		
<b>Aligned Industry Credential:</b>	NCOSFM Credential – Firefighter Technology I		

**FIREFIGHTER TECHNOLOGY II**

This course covers additional NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include: Building Construction; Ropes; Alarms and Communications; Forcible Entry; Ladders; Ventilation; Loss Control.

<b>Course Number:</b>	IP322X0C	<b>Pathway:</b>	Firefighter Technology
<b>Prerequisite:</b>	IP31 Firefighter Technology I		
<b>Schools:</b>	SWHS		
<b>Aligned Industry Credential:</b>	NCOSFM Credential – Firefighter Technology II		

**FIREFIGHTER TECHNOLOGY III - HONORS**

This course covers part of the NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include: Water Supplies, Sprinkles, Fire & Life Preparedness, Rescue, Mayday, and Safety & Survival. \*This course receives **Honors Credit**\*

<b>Honors Course Number:</b>	IP335X0C	<b>Pathway:</b>	Firefighter Technology
<b>Prerequisite:</b>	IP32 Firefighter Technology I		
<b>Schools:</b>	SWHS		
<b>Aligned Industry Credential:</b>	NCOSFM Credential – Firefighter Technology III		

Did  
You  
Know ?

Emergency Management Directors earn an average of \$72,620 in North Carolina!

Did  
You  
Know ?

Fire Inspectors and Investigators earn an average of \$53,460

### AUTOMOTIVE SERVICES PATHWAYS

Automotive Services Career Pathway (AUTO)			
Prerequisite	Concentrator	Career Pathway Major	Schools
IT16 Automotive Service I & IT11 Automotive Service Fundamentals	IT17 Automotive Service II & IT18 Automotive Service III	CTE Advanced Studies OR CTE Internship	ENCRSC

Collision Repair Career Pathway (COLL)			
Prerequisite	Concentrator	Career Pathway Major	Schools
IT31 Collision Repair I & IT30 Collision Repair Fundamentals	IT32 Collision Repair II Non-Structural & IT33 Collision Repair II Refinishing	CTE Advanced Studies OR CTE Internship	ENCRSC

#### AUTOMOTIVE SERVICE FUNDAMENTALS

This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing, and basic testing of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair(MLR) requirements.

<b>Course Number:</b>	IT112XOC	<b>Pathway:</b>	Automotive Services
<b>Prerequisite:</b>	Must enroll in IT16 Automotive Service I concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	None		

#### AUTOMOTIVE SERVICE I

This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing, and basic testing of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

<b>Course Number:</b>	IT162XOC	<b>Pathway:</b>	Automotive Services
<b>Prerequisite:</b>	Must enroll in IT11 Automotive Service Fundamentals concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	None		

#### AUTOMOTIVE SERVICE II

This course builds on the knowledge and skills introduced in Automotive Servicing I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

<b>Course Number:</b>	IT172XOC	<b>Pathway:</b>	Automotive Service
<b>Prerequisite:</b>	IT16 Automotive Service I Must enroll in IT18 Automotive Service III concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	ASE Entry-Level Certification Maintenance and Light Repair ASE Entry-Level Certification-brakes		

**AUTOMOTIVE SERVICE III**

This course builds on the skills and knowledge introduced in Automotive Service I & II. Building advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

<b>Course Number:</b>	IT182XOC	<b>Pathway:</b>	Automotive Service
<b>Prerequisite:</b>	Must enroll in IT17 Automotive Service II concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	ASE Auto Maintenance and Light Repair Certification (G1) ASE Entry-Level Certification- Electrical/Electronic Systems		

**COLLISION REPAIR FUNDAMENTALS**

This course introduces safety, basic collision repair terminology, system and component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information.

<b>Course Number:</b>	IT302XOC	<b>Pathway:</b>	Collision Repair
<b>Prerequisite:</b>	Must enroll in IT31 Collision Repair I concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	None		

**COLLISION REPAIR I**

This course focuses on non-structural repairs to automobiles. Using curriculum materials from the industry recognized I-CAR organization, students will learn about trim and hardware, material identification, steel cosmetic, straightening and plastic repair, moveable glass replacement, and bolted-on parts replacement.

<b>Course Number:</b>	IT312XOC	<b>Pathway:</b>	Collision Repair
<b>Prerequisite:</b>	Must enroll in IT32 Collision Repair Fundamentals concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	None		

**COLLISION REPAIR II – NON-STRUCTURAL**

This course continues the focus on non-structural repairs to automobiles. Using curriculum materials from the industry recognized I-CAR organization, students will learn additional information about trim and hardware , material identification, steel cosmetic straightening and plastic repair, moveable glass replacement, and bolted-on parts replacement

<b>Course Number:</b>	IT322XOC	<b>Pathway:</b>	Collision Repair
<b>Prerequisite:</b>	Must enroll in IT33 Collision Repair II - Refinishing concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	I-CAR Platinum- Non-Structural Technician		

**COLLISION REPAIR II – REFINISHING**

This course focuses on refinishing automobiles. Using curriculum from the industry recognized I- CAR organization, students will learn about repairing and priming vehicles and vehicle parts; use and maintain a spray gun; mix, store, and dispose of hazardous materials; understand the corrosion protection process; sand, buff, and detail a refinished vehicle.

<b>Course Number:</b>	IT332XOC	<b>Pathway:</b>	Collision Repair
<b>Prerequisite:</b>	Must enroll in IT32 Collision Repair II – Non-Structural concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	I-CAR Platinum- Non-Structural Technician		

Did  
You  
Know ?

Collision and Automotive Body Repairers can make between \$50,000-\$100,000!

## Eastern North Carolina Regional Skills Center

The Eastern North Carolina Regional Skills Center (ENCRSC) is a state-of-the-art facility designed to bring the resources of many Career and Technical Education (CTE) programs together in one central location to serve a larger audience from many high schools as opposed to a program that is offered at one or only a few high schools. This collaborative effort will also involve students from neighboring school districts. Students from Duplin County Schools, Jones Senior High School and Lejeune High School have been invited to attend the ENCRSC to take advantage of these regional resources as well. Currently ENCRSC offers the following pathways: Automotive Services, Collision Repair, Culinary Arts, Healthcare Professional, Game Art/Animation and Design, Network Security, and Welding.

Automotive Services Career Pathway (AUTO)			
Prerequisite	Concentrator	Career Pathway Major	Schools
IT16 Automotive Service I & IT11 Automotive Service Fundamentals	IT17 Automotive Service II & IT18 Automotive Service III	CTE Advanced Studies OR CTE Internship	ENCRSC

### **AUTOMOTIVE SERVICE FUNDAMENTALS**

This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing, and basic testing of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair(MLR) requirements.

<b>Course Number:</b>	IT112XOC	<b>Pathway:</b>	Automotive Services
<b>Prerequisite:</b>	Must enroll in IT16 Automotive Service I concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	None		

### **AUTOMOTIVE SERVICE I**

This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing, and basic testing of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair(MLR) requirements.

<b>Course Number:</b>	IT162XOC	<b>Pathway:</b>	Automotive Services
<b>Prerequisite:</b>	Must enroll in IT11 Automotive Service Fundamentals concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	None		

### **AUTOMOTIVE SERVICE II**

This course builds on the knowledge and skills introduced in Automotive Servicing I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

<b>Course Number:</b>	IT172XOC	<b>Pathway:</b>	Automotive Service
<b>Prerequisite:</b>	IT16 Automotive Service I Must enroll in IT18 Automotive Service III concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	ASE Entry-Level Certification Maintenance and Light Repair ASE Entry-Level Certification-brakes		



**AUTOMOTIVE SERVICE III**

This course builds on the skills and knowledge introduced in Automotive Service I & II. Building advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

<b>Course Number:</b>	IT182X0C	<b>Pathway:</b>	Automotive Service
<b>Prerequisite:</b>	Must enroll in IT17 Automotive Service II concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	ASE Auto Maintenance and Light Repair Certification (G1) ASE Entry-Level Certification- Electrical/Electronic Systems		

<b>Collision Repair Career Pathway (COLL)</b>			
<b>Prerequisite</b>	<b>Concentrator</b>	<b>Career Pathway Major</b>	<b>Schools</b>
IT31 Collision Repair I & IT30 Collision Repair Fundamentals	IT32 Collision Repair II Non-Structural & IT33 Collision Repair II Refinishing	CTE Advanced Studies OR CTE Internship	ENCRSC

**COLLISION REPAIR FUNDAMENTALS**

This course introduces safety, basic collision repair terminology, system and component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information.

<b>Course Number:</b>	IT302X0C	<b>Pathway:</b>	Collision Repair
<b>Prerequisite:</b>	Must enroll in IT31 Collision Repair I concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	None		

**COLLISION REPAIR I**

This course focuses on non-structural repairs to automobiles. Using curriculum materials from the industry recognized I-CAR organization, students will learn about trim and hardware, material identification, steel cosmetic, straightening and plastic repair, moveable glass replacement, and bolted-on parts replacement.

<b>Course Number:</b>	IT312X0C	<b>Pathway:</b>	Collision Repair
<b>Prerequisite:</b>	Must enroll in IT32 Collision Repair Fundamentals concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	None		

**COLLISION REPAIR II – NON-STRUCTURAL**

This course continues the focus on non-structural repairs to automobiles. Using curriculum materials from the industry recognized I-CAR organization, students will learn additional information about trim and hardware, material identification, steel cosmetic straightening and plastic repair, moveable glass replacement, and bolted-on parts replacement

<b>Course Number:</b>	IT322X0C	<b>Pathway:</b>	Collision Repair
<b>Prerequisite:</b>	Must enroll in IT33 Collision Repair II - Refinishing concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	I-CAR Platinum- Non-Structural Technician		

**COLLISION REPAIR II – REFINISHING**

This course focuses on refinishing automobiles. Using curriculum from the industry recognized I-CAR organization, students will learn about repairing and priming vehicles and vehicle parts; use and maintain a spray gun; mix, store, and dispose of hazardous materials; understand the corrosion protection process; sand, buff, and detail a refinished vehicle.

<b>Course Number:</b>	IT332X0C	<b>Pathway:</b>	Collision Repair
<b>Prerequisite:</b>	Must enroll in IT32 Collision Repair II – Non-Structural concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	I-CAR Platinum- Non-Structural Technician		

Culinary Arts Applications Career Pathway (CULA)			
Prerequisite & Concentrator	Career Pathway Major	Career Pathway Major	Schools
FH10 Culinary Arts & Hospitality I & FH11 Culinary Arts & Hospitality II Applications	FH13 Culinary Arts & Hospitality III & FH14 Culinary Arts & Hospitality IV Applications	CTE Advanced Studies OR CTE Internship	ENCRSC

**CULINARY ARTS AND HOSPITALITY I**

This course is designed to introduce students to the hospitality and food service industry by learning about components of professional practice and building basic knowledge and skills in food preparation, garde manger, baking, and food service operations. The introduction includes students learning food safety, breakfast cookery, salads and sandwiches, quick breads and cookies, and dining room service.

<b>Course Number:</b>	FH102X0C	<b>Pathway:</b>	Culinary Arts Applications
<b>Prerequisite:</b>	Must enroll in FH11 Culinary Arts & Hospitality II concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	Certified Food Protection Manager		

**CULINARY ARTS AND HOSPITALITY II APPLICATIONS**

This course is designed for students to demonstrate their knowledge and skills in basic food preparation, garde manger, baking and food service operations by planning and executing the program’s school-based enterprise. The experience includes students preparing and selling breakfast items, salads and sandwiches, and quick breads and cookies while applying safety, sanitation, and guest service skills.

<b>Course Number:</b>	FH112X0C	<b>Pathway:</b>	Culinary Arts Applications
<b>Prerequisite:</b>	Must enroll in FH10 Culinary Arts & Hospitality I concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	Certified Food Protection Manager		

**CULINARY ARTS AND HOSPITALITY III**

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

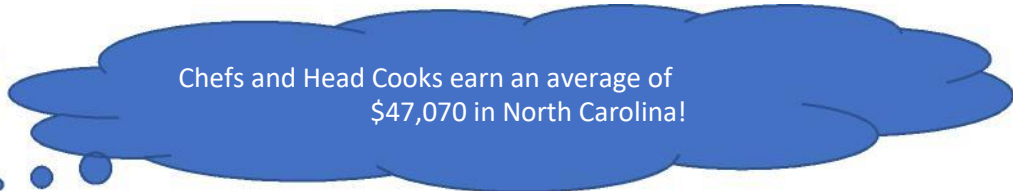
<b>Course Number:</b>	FH132X0C	<b>Pathway:</b>	Culinary Arts Applications
<b>Prerequisite:</b>	Must enroll in FH14 Culinary Arts & Hospitality IV Applications concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	ProStart Certificate of Achievement		

**CULINARY ARTS AND HOSPITALITY IV APPLICATIONS**

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

<b>Course Number:</b>	FH142X0C	<b>Pathway:</b>	Culinary Arts Applications
<b>Prerequisite:</b>	Must enroll in FH13 Culinary Arts & Hospitality III Applications concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	ProStart Certificate of Achievement		

Did  
You  
Know ?



Game Art Design Career Pathway (GAAR) & Digital Design and Animation Career Pathway (DIDE)			
Prerequisite	Concentrator	Career Pathway Major	Schools
TS24 Digital Design and Animation I & TS31 Game Art Design	TS25 Digital Design and Animation II & TS32 Advanced Game Design	CTE Advanced Studies OR CTE Internship	ENCRSC

### **ADVANCED GAME ART AND DESIGN**

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

<b>Course Number:</b>	TS322X0C	<b>Pathway:</b>	Game Art Design
<b>Prerequisite:</b>	TS31 Game Art and Design Must enroll in TS25 Digital Design and Animation II concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	None		

### **GAME ART DESIGN**

This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, programming, 2D Visual theory, and interactive play technologies. Students develop physical and virtual games using hands-on experience and a variety of software.

<b>Course Number:</b>	TS312X0C	<b>Pathway:</b>	Game Art Design
<b>Prerequisite:</b>	Must enroll in TS24 Digital Design and Animation I concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	None		

### **DIGITAL DESIGN AND ANIMATION I**

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

<b>Course Number:</b>	TS242X0C	<b>Pathway:</b>	Digital Design and Animation
<b>Prerequisite:</b>	Must enroll in TS31 Game Art Design concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	Autodesk 3ds Max Certified Associate		

### **DIGITAL DESIGN AND ANIMATION II**

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

<b>Course Number:</b>	TS252X0C	<b>Pathway:</b>	Digital Design and Animation
<b>Prerequisite:</b>	TS24 Digital Design and Animation Must enroll in TS32 Advanced Game Art Design concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	Autodesk 3ds Max Certified Associate		

Healthcare Professional Career Pathway (HPCP)			
Prerequisite & Concentrator	Career Pathway Major	Career Pathway Major	Schools
HU40 Health Science I & HU42 Health Science II  <i>(These courses must be taken at the home high school)</i>	HN43 Nursing Fundamentals and Practicum (H) (2 credits)	HH32 Pharmacy Technician (H) & HN44 Fundamentals of Gerontology	ENCRSC

**NURSING FUNDAMENTALS AND PRACTICUM - HONORS**

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. \*This course receives Honors Credit\*

<b>Honors Course Number:</b>	HN435X03	<b>Pathway:</b>	Healthcare Professional
<b>Prerequisite:</b>	HU42 Health Science II		
<b>Schools:</b>	ENCRSC, JHS		
<b>Aligned Industry Credential:</b>	North Carolina Nurse Aide I		

**FUNDAMENTALS OF GERONTOLOGY**

This course is designed to assist future healthcare professionals to understand the unique physical and psychological changes related to aging. Healthcare strategies to meet the needs of the aging population will be addressed. Healthcare agencies may require testing for tuberculosis and/or other diseases and a criminal record check for felonies related to drugs.

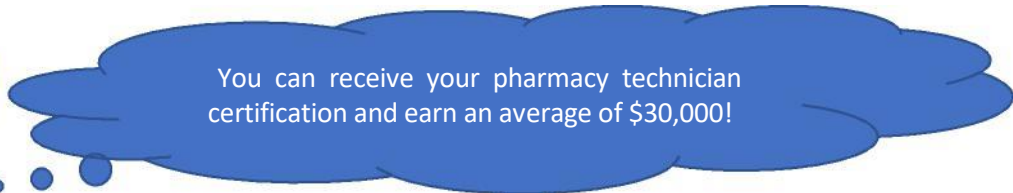
<b>Course Number:</b>	HN442X0C	<b>Pathway:</b>	Healthcare Professional
<b>Prerequisite:</b>	HU32 Health Science II		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	Home Health Care endorsement to the NC Nurse Aide		

**PHARMACY TECHNICIAN - HONORS**

This course has self-paced, on-line instruction designed to prepare high school seniors for a pharmacy technician career. Topics included in this course are federal law, medication used in major body systems, calculations, and pharmacy operations. \*This course receives Honors Credit\*

<b>Honors Course Number:</b>	HN455X0C	<b>Pathway:</b>	Healthcare Professional
<b>Prerequisite:</b>	HU32 Health Science II		
<b>Schools:</b>	ENCRSC, SBHS		
<b>Aligned Industry Credential:</b>	Cpht Certified Pharmacy Technician		

Did  
You  
Know ?



Network Security Career Pathway (NESE)			
Prerequisite & Concentrator	Career Pathway Major	Career Pathway Major	Schools
BL21 Cyber Literacy AND BC10 Cybersecurity Essentials	BN31 Network Security I & BN32 Network Security II	CTE Advanced Studies OR CTE Internship	ENCRSC

### CYBER LITERACY

Cyber Literacy A is a hands-on curriculum that builds a strong cyber foundation for high school students. The course introduces students to cyber by blending robotics, programming, electricity, and elements of liberal arts. Students will learn about the opportunities, threats, responsibilities, and legal constraints associated with operating in cyberspace. Throughout the course, students learn the basics of electricity, programming, and networking as well as develop critical thinking skills. Cyber Literacy lays a foundation for further exploration into STEM and Cyber related topics.

<b>Course Number:</b>	BL212X0C	<b>Pathway:</b>	Network Security
<b>Prerequisite:</b>	Paired with BC10 Cybersecurity Essentials		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>			

### CYBERSECURITY ESSENTIALS

This course is designed for students who are considering IT as a career with specialization in cybersecurity. This foundational course provides an overview of the fundamentals of networking and general concepts involved in maintaining a secure network computing environment. This course also provides students with an overview of the fundamentals of cybersecurity, the nature and scope of today's cybersecurity challenges, strategies for network defense, as well as detailed information about next-generation cybersecurity solutions.

<b>Course Number:</b>	BC102X0C	<b>Pathway:</b>	Network Security
<b>Prerequisite:</b>	Paired with BL21 Cyber Literacy		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	Palo Alto Networks Certified Cybersecurity Associate (PCCSA)		

### NETWORKING SECURITY I

This course is designed to provide students with a solid foundation in Network Security. The experience includes students focusing on threats, attacks and vulnerabilities, technologies and tools, and architecture and design.

<b>Course Number:</b>	BN312X0C	<b>Pathway:</b>	Network Security
<b>Prerequisite:</b>	BL21 Cyber Literacy AND BC10 Cybersecurity Essentials Paired with BN32 Networking Security II		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	None		

### NETWORKING SECURITY II

This course is designed to prepare students are prepared with the skills and knowledge to install, configure, and troubleshoot computer networks. The experience includes students focusing on the identifying and accessing management, risk management, and cryptography and PKI.

<b>Course Number:</b>	BN322X0C	<b>Pathway:</b>	Network Security
<b>Prerequisite:</b>	BL21 Cyber Literacy AND BC10 Cybersecurity Essentials Paired with BN31 Networking Security I		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	CompTIA Security+		

Did  
You  
Know ?

There will be over 500 new computer network specialist jobs available over the next 7 years.

Welding Career Pathway (WELD)			
Prerequisite	Concentrator	Career Pathway Major	Schools
IM61 Welding Technology I & IM62 Welding Technology II	IM63 Welding Technology III & CTE Advanced Studies	CTE Internship	ENCRSC

### **WELDING TECHNOLOGY I**

This course covers basic industrial and construction welding practices, characteristics, and entry level skills. Topics include safety, tools and equipment, measurement, thermal cutting processes, base metal preparation and shielded metal arc welding (SMAW).

<b>Course Number:</b>	IM612X0C	<b>Pathway:</b>	Welding
<b>Prerequisite:</b>	Must enroll in IM62 Welding Technology II concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	AWS SENSE - Thermal Cutting Process OSHA-10- Hour Industry Certification S/P2 - Welding Safety and Pollution Prevention		

### **WELDING TECHNOLOGY II**

This course introduces advanced welding and cutting practices used in industry and construction and emphasizes hands-on experience. Topics include safety, plasma arc cutting(PAC), inspection, weld fit-up and testing, metal properties, and shielded metal (SMAW) arc welding.

<b>Course Number:</b>	IM622X0C	<b>Pathway:</b>	Welding
<b>Prerequisite:</b>	Must enroll in IM61 Welding Technology I concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	AWS SENSE- Shielded Metal Arc Welding (SMAW)		

### **WELDING TECHNOLOGY III**

This course is designed to continue the development of advanced welding and cutting practices used in industry and construction and emphasizes hands-on experience. Further emphasis is placed on topics covered in Welding Technology II, and more, such as safety, weld fit-up and testing, metal properties, gas metal arc welding (GMAW), flux cored arc welding (FCAW), and gas tungsten arc welding (GTAW).

<b>Course Number:</b>	IM632X0C	<b>Pathway:</b>	Welding
<b>Prerequisite:</b>	IM62 Welding Technology II Must enroll in CTE Advanced Studies for Welding concurrently		
<b>Schools:</b>	ENCRSC		
<b>Aligned Industry Credential:</b>	AWS SENSE- Shielded Metal Arc Welding (SMAW)		

Did  
You  
Know ?

North Carolina needs over 800 new welders  
to keep up with demand.

Onslow CTE Course Offerings

Program Area	CTE Course Name	Course Number	DHS	JHS	NSHS	RHS	SWHS	SBHS	WOHS	ENCSC
AED	Agricultural Mechanics I	AS312X0C				X				
AED	Agricultural Mechanics II	AS332X0C				X				
AED	Animal Science I	AA212X0C		X		X			X	
AED	Animal Science I Honors	AA215X0C				X				
AED	Animal Science II Small Animal	AA232X0C		X		X			X	
AED	Animal Science II	AA212X0C				X			X	
AED	Animal Science II Honors	AA225X0C				X				
AED	Horticulture I	AP412X0C		X		X				
AED	Horticulture I Honors	AP415X0C				X				
AED	Horticulture II	AP422X0C		X		X				
AED	Horticulture II Landscaping	AP442X0C				X				
AED	Sustainable Agricultural Production I	AU212X0C				X			X	
AED	Sustainable Agricultural Production II	AU222X0C				X			X	
AED	Veterinary Assisting Honors	AA415X0C		X						
BFME	Accounting I	BA102X0C			X		X			
BFME	Accounting I Honors	BA105X0C			X		X			
BFME	Accounting II Honors	BA205X0C			X					
BFME	Business Management I	BB402X0C	X	X	X	X	X	X	X	
BFME	Business Management II	BB422X0C	X	X	X	X	X	X	X	
BFME	Entrepreneurship I	ME112X0C	X		X		X	X		
BFME	Entrepreneurship II Honors	ME125X0C	X		X		X	X		
BFME	Financial Planning I	BF212X0C		X		X			X	
BFME	Financial Planning II	BF222X0C		X		X			X	
BFME	Hospitality and Tourism	MH422X0C	X					X		
BFME	IB Inform Tech in a Global Society PartA	BI058X0C		X						
BFME	Marketing	MM512X0C		X			X	X		
BFME	Marketing Applications	MM522X0C		X			X	X		
BFME	Principles of Business & Finance	BF102X0C	X	X	X	X	X	X	X	
BFME	Principles of Business & Finance Honors	BF105X0C				X				
BFME	Sales I	MI312X0C	X	X	X			X	X	
BFME	Sales II	MI322X0C	X	X	X			X	X	
BFME	Sports & Entertainment Marketing I	MH312X0C		X				X	X	
BFME	Sports & Entertainment Marketing II Honors	MH325X0C		X				X	X	
CSITE	AP Computer Science Principles	0A027X0CAP			X	X				
CSITE	Computer Science Principles I	BP412X0C	X	X	X	X	X	X	X	
CSITE	Computer Science Principles II	BP422X0C	X	X	X	X	X	X	X	
CSITE	Cyber Literacy	BL212X0C								X
CSITE	Cyber Security Essentials	BC102X0C								X
CSITE	Networking Security I	BN312X0C								X
CSITE	Networking Security II	BN322X0C								X
CSITE	Microsoft Excel Honors	BM205X0C	X	X	X	X	X	X	X	
FCS	Apparel and Textile Production I	FA312X0C		X						
FCS	Apparel and Textile Production II	FA322X0C		X						
FCS	Culinary Arts and Hospitality II	FH112X0C								X
FCS	Culinary Arts and Hospitality I	FH102X0C								X
FCS	Culinary Arts and Hospitality III	FH132X0C								X
FCS	Culinary Arts and Hospitality IV	FH142X0C								X
FCS	Food and Nutrition	FN412X0C	X	X	X	X	X	X	X	

Onslow CTE Course Offerings

Program Area	CTE Course Name	Course Number	DHS	JHS	NSHS	RHS	SWHS	SBHS	WOHS	ENCSC
FCS	Food and Nutrition II	FN422X0C	X	X	X	X	X	X	X	
FCS	Food Science and Technology Honors	FN435X0C				X		X	X	
FCS	Interior Design I	FI512X0C					X			
FCS	Interior Design II	FI522X0C					X			
FCS	Prin of Family and Human Services	FC112X0C	X	X	X	X	X	X	X	
FCS	Counseling and Mental Health I	FC132X0C	X						X	
FCS	Counseling and Mental Health II	FC142X0C	X						X	
HSE	Biomedical Technology I	HB112X0C	X	X	X	X		X		
HSE	Biomedical Technology I Honors	HB115X0C		X				X		
HSE	Health Science I	HU402X0C	X	X	X	X	X	X	X	
HSE	Health Science I Honors	HU405X0C	X	X	X	X	X	X	X	
HSE	Health Science II	HU422X0C	X	X	X	X	X	X	X	
HSE	Health Science II Honors	HU425X0C	X	X	X	X		X		
HSE	Nursing Fundamentals Honors	HN435X0C		X						X
HSE	Pharmacy Technician Honors	HH325X0C						X		X
HSE	PTLW Principles of Biomedical Sciences Honors	HP705X0C						X		
HSE	Public Health Fundamentals	HN452X0C	X	X		X		X		
HSE	Fundamentals of Gerontology	HN442X0C								X
IB	IB Personal and Professional Skills	0I008X0CAB		X						
IB	IB Personal and Professional Skills	0I008X0CBB		X						
TTEIE	Adobe Digital Design	II322X0C			X	X				
TTEIE	Adobe Video Design	II332X0C			X	X				
TTEIE	Adobe Visual Design	II312X0C			X	X				
TTEIE	Automotive Service Fundamentals	IT112X0C								X
TTEIE	Automotive Service I	IT162X0C								X
TTEIE	Automotive Service II	IT172X0C								X
TTEIE	Automotive Service III	IT182X0C								X
TTEIE	Carpentry I	IC212X0C	X	X			X		X	
TTEIE	Carpentry II Honors	IC225X0C	X	X			X		X	
TTEIE	Carpentry III Honors	IC235X0C	X	X			X		X	
TTEIE	Collision Repair Fundamentals	IT302X0C								X
TTEIE	Collision Repair II Nonstructural	IT322X0C								X
TTEIE	Collison Repair II Refinishing	IT332X0C								X
TTEIE	Collision Repair I	IT312X0C								X
TTEIE	Construction Core	IC002X0C	X	X		X	X	X	X	
TTEIE	Digital Design and Animation I	TS242X0C								
TTEIE	Digital Design and Animation II	TS252X0C								
TTEIE	Game Art Design	TS312X0C								X
TTEIE	Advanced Game Art Design	TS322X0C								X
TTEIE	Drafting I	IC612X0C		X	X	X				
TTEIE	Drafting I Honors	IC615X0C				X				
TTEIE	Drafting Architr III Honors	IC635X0C		X		X				
TTEIE	Drafting-Architr II Honors	IC625X0C		X		X				
TTEIE	Drafting-Engnrng II Honors	IV225X0C		X	X					
TTEIE	Drafting-Engnrng III Honors	IV235X0C		X	X					
TTEIE	Electrical Trades I	IC412X0C		X				X		
TTEIE	Electrical Trades II Honors	IC425X0C		X				X		
TTEIE	Electrical Trades III Honors	IC435X0C		X				X		



Onslow CTE Course Offerings

Program Area	CTE Course Name	Course Number	DHS	JHS	NSHS	RHS	SWHS	SBHS	WOHS	ENCSC
TTEIE	Emergency Management I	IP512X0C					X			
TTEIE	Emergency Management II	IP522X0C					X			
TTEIE	Emergency Medical Technology I	IP212X0C					X			
TTEIE	Emergency Medical Technology II Honors	IP222X0C					X			
TTEIE	Fire Fighter II	IP322X0C					X			
TTEIE	Fire Fighter Technology I	IP312X0C					X			
TTEIE	Fire Fighter Technology III Honors	IP332X0C					X			
TTEIE	Marine Occupations I	IL532X0C	X							
TTEIE	Marine Occupations II	IL542X0C	X							
TTEIE	Marine Occupations Iii	IL732X0C	X							
TTEIE	Masonry I Honors	IC115X0C				X		X	X	
TTEIE	Masonry II	IC122X0C				X		X	X	
TTEIE	Masonry III Honors	IC135X0C				X		X	X	
TTEIE	Programming and Broadcasting I	IL712X0C						X		
TTEIE	Programming and Broadcasting II	IL722X0C						X		
TTEIE	PLTW Civil Engineering and Architecture	TP237X0CAP				X				
TTEIE	PLTW Digital Electronics	TP217X0CAP						X	X	
TTEIE	PLTW Engineering Design and Development	TP315X0CAP						X	X	
TTEIE	PLTW Introduction to Engineering Design	TP117X0CAP				X		X	X	
TTEIE	PLTW Principles of Engineering	TP127X0C				X		X	X	
TTEIE	Public Safety I	IP112X0C					X			
TTEIE	Public Safety II	IP122X0C					X			
TTEIE	Welding Tech I	IM612X0C								X
TTEIE	Welding Tech II	IM622X0C								X
TTEIE	Welding Tech III	IM632X0C								X
TTEIE	Woodworking I	IM212X0C						X		
TTEIE	Woodworking II	IM222X0C						X		
All CTE	CTE Advanced Studies	CS952X0C	X	X	X	X	X	X	X	
All CTE	CTE Internship	CS972X0C	X	X	X	X	X	X	X	
All CTE	CTE Apprenticeship	CS962X0C	X	X	X	X	X	X	X	
TTEIE	Foundations of Engineering Technology I	TL082X0C			X					
TTEIE	Foundations of Engineering Technology II	TL092X0C			X					
TTEIE	Applications of Engineering Technology	TL032X0C			X					

The ultimate purpose of the English/Language Arts curriculum is for students to gain the language skills they need to communicate effectively as individuals and as contributing members of a global society.

The North Carolina English Language Arts Standard Course of Study (ELA) requirements for grades K-8 and grade bands 9-10 and 11-12/College and Career Readiness (CCR). The expectations are organized into the strands of Reading, Writing, Speaking/Listening and Language. The Reading standards establish a staircase of increasing complexity in what students must be able to read and comprehend in order to meet the demands of college and career level texts. The Writing standards promote writing throughout the grade levels by fostering the ability to write logical arguments based on substantive claims, sound reasoning and relevant evidence. The Speaking and Listening standards require that students be able to gain, evaluate, and present increasingly complex information, ideas and evidence. The Language standards include vocabulary and convention standards. Although Language standards are identified in a separate strand, they should not be taught, learned and implemented in isolation but should be used and developed throughout reading, writing, speaking and listening.

The scope and sequence of literature for North Carolina high school students allows for a literary experience that carries not only a global perspective but an opportunity to view U. S. literature and literary nonfiction within a global lens. Literary nonfiction (a type of informational text) uses artistic and literary techniques often associated with fiction or poetry to report on actual persons, events or places. In each English course (I-IV) students are required to study U. S. documents “of historical significance,” as well as one Shakespearean play.

### ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

**Course Code:** 1A007X0CAP      **Fee (if applicable):** n/a

**Offered at:** DHS, JHS, NHS, RHS, SBH,SWH, WOHS      **Grade(s):** 11,12

**Prerequisite:** English II

AP English Language and Composition is a college level course that prepares students for the Advanced Placement English and Language and Composition exam. Students practice skills and critical reading of prose written in a variety of rhetorical contexts and writing for a variety of purposes and audiences. Students will also analyze the way genre conventions and the resources of language contribute to the effectiveness in writing. Students taking this course are encouraged to take the AP exam. Summer reading may be required.

This course meets requirements for English III.

### ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

**Course Code:** 1A017X0CAP      **Fee (if applicable):** n/a

**Offered at:** DHS, NHS, RHS, SBH, SWH, WOHS      **Grade(s):** 11,12

**Prerequisite:** English III

AP English Literature and Composition is a college level course that prepares student for the Advanced Placement English Literature and Composition exam. Students will read carefully and critically analyze imaginative literature in order to deepen their understanding of ways writers use language to provide both meaning and pleasure for their readers. Additionally, students will hone their composition skills as they respond to, analyze and evaluate author's craft. Students taking this course are encouraged to take the AP exam. This course meets requirements for English IV.

### CCRG-Enhanced English IV

**Course Code:** 10242X0C      **Fee (if applicable):** n/a

**Offered at:** All High Schools      **Grade(s):** 12

**Prerequisite:** English III

This course introduces developmental reading and English curriculums in the high school senior year and provides opportunities for college remediation for students prior to high school graduation. The CCRG-Enhanced ENG IV course will be the fourth year English course for North Carolina high school seniors who are deemed not career and college ready as a result of their GPA and standardized test scores. The CCRG-Enhanced English IV course integrates the North Carolina ELA Standard Course of Study (NCSCoS) for Grades 11-12 and Career and College Ready learning outcomes (CCRG-LOs). Upon completion of the EdReady English Program and additional CCRG reading and writing activities designed to meet the CCRG-LOs, students will have reviewed career and college ready English concepts necessary for reading and writing proficiency as well as completed a variety of reading, analysis, writing, research, and presentation activities to bolster college and career readiness.

### FOUNDATIONS OF ENGLISH I

**Course Code:**10282X0C1      **Fee (if applicable):** n/a

**Offered at:** All High Schools      **Grade(s):** 9,10,11,12

**Prerequisite:** None

This course is designed to reinforce the foundational prerequisite skills related to the English I curriculum. The course is designed to improve basic reading skills, increase vocabulary knowledge, increase reading fluency, and teach comprehension strategies. The curriculum, which is based on the North Carolina Standard Course of Study, will provide students with a review of foundational concepts necessary for reading and writing proficiency. Students will engage in opportunities to read a variety of informational and literary texts to explore multiple styles of writing.

**FOUNDATIONS OF ENGLISH II**

**Course Code:**10282XOC2                      **Fee (if applicable):** n/a  
**Offered at:** All High Schools              **Grade(s):** 10,11,12  
**Prerequisite:** None

This course is designed to reinforce the foundational pre-requisite skills related to the English II curriculum of the North Carolina Standard Course of Study. This course is designed to refine literary terms, writing skills, and reading strategies before moving on to English II. The course is a concept-based study of global perspectives. Students will continue to develop knowledge and skill with language, speaking, and listening as they prepare for the rigor of English II and the North Carolina Final Exam.

**ENGLISH I**

**Course Code:** 10212XOC                      **Fee (if applicable):** n/a  
**Offered at:** All High Schools              **Grade(s):** 9,10,11,12  
**Prerequisite:** None

**ENGLISH I - HONORS - Course Code:** 10215XOC

English I is a concept-based foundational study of literary genres which includes influential documents of historical and literary significance as well as literary works from outside the U.S. Students will analyze particular perspectives or cultural experiences reflected in literature. Through scaffolded and close reading experiences of appropriately complex texts, students analyze the effects of author choice, such as time, plot structure, source material use, order of information, and specific words; provide strong and thorough textual evidence to support analysis of texts; and delineate the claim and evidence of an argument. Students demonstrate knowledge and understanding through supported and independent opportunities to produce logical, clear and coherent writing in argument, informational, and narrative modes; research questions on topics related to the unit concepts from multiple sources; develop knowledge and skill with language, speaking, listening, and technology, utilizing technology daily as a tool for learning.

**ENGLISH II**

**Course Code:** 10222XOC                      **Fee (if applicable):** n/a  
**Offered at:** All High Schools              **Grade(s):** 10,11,12  
**Prerequisite:** English I

**ENGLISH II HONORS - Course Code:** 10225XOC

English II is a concept-based study of global perspectives including influential documents of historical and literary significance as well as literary works from outside the U.S. Students will analyze particular perspectives and cultural experiences. In rich reading experiences of appropriately complex texts, students analyze effects of author choices. Readers support analysis of texts with strong and thorough textual evidence, including analysis of a point-of-view or cultural experience outside of the US; and evaluate the reasoning and evidence in arguments. Students demonstrate knowledge and understanding through increasingly independent opportunities to produce logical, clear and coherent writing in argument, informational, and narrative modes; research questions on topics related to the unit

concepts from multiple sources; continue to develop knowledge and skill with language, speaking, listening, and technology, utilizing technology daily as a tool for learning. Students are required to take a state EOC exam.

**ENGLISH III**

**Course Code:** 10232XOC                      **Fee (if applicable):** n/a  
**Offered at:** All High Schools              **Grade(s):** 11,12  
**Prerequisite:** English II

**ENGLISH III HONORS - Course Code:** 10235XOC

English III is a concept-based in-depth study of U.S. and British literature and literary nonfiction. Students will develop deeper comprehension skills as they navigate U.S. and British documents of historical and literary significance. Students provide strong textual evidence to support their analysis and evaluation of the impact of authors’ choices in texts. In addition, this course provides frequent writing experiences based on readings to develop skills for writing in the argumentative, informational, and narrative modes for authentic purposes and audiences; experiences in research and use of technology; language development (grammar, mechanics, usage, syntax and word study) through purposeful reading and writing; and practical use of speaking and listening skills. Independent reading is expected. Students will take the NC Final Exam

**ENGLISH III & ADVANCED PLACEMENT ENGLISH (ENGLISH LANGUAGE AND COMPOSITION-AP)**

**Course Code:** 1A007XOCAP                      **Fee (if applicable):** n/a  
**Offered at:** DHS, NHS, RHS, SBH,              **Grade(s):** 11,12  
 SWH, WOHS

**Prerequisite:** English II

English III and AP English is a concept-based in-depth study of U.S. literature, U.S. literary nonfiction, and at least one American and one Shakespearean play. Students delineate and evaluate the purposes and reasoning in foundational works and influential U.S documents from the 17th century through the 20th century, and provide strong textual evidence to support their analysis and evaluation of the impact of authors’ choices on the message and power of the text. In addition, this course provides frequent independent writing experiences based on the readings to develop skills for writing in the argumentative, informational, and narrative modes for authentic purposes and audiences; multiple experiences in research and use of technology; extensive language development (grammar, mechanics, usage, syntax and word study) through purposeful reading and writing; and practical use of speaking and listening skills. Independent reading of American authors is expected.

**ENGLISH IV**

**Course Code:** 10242XOC                      **Fee (if applicable):** n/a  
**Offered at:** All High Schools              **Grade(s):** 12  
**Prerequisite:** English III

**ENGLISH IV HONORS - Course Code:** 10245XOC

English IV is a concept-based course completing the study of literary global perspectives, focusing on European literature and foundational U.S. documents and literature influenced by European philosophy or action. Readers analyze and evaluate authors’ choices on the meaning, structure and aesthetic

impact of texts, and how style and content add to the power of text; support with strong, thorough textual evidence; and evaluate reasoning and evidence in arguments. Knowledge and understanding are demonstrated through frequent independent and collaborative logical, clear and coherent writing in argument, informational, and narrative modes; synthesize information from multiple sources answering independent research questions; continue to develop language, speaking, listening, and technology skills through purposeful reading and writing. Students become aware of the writer's purpose, audience expectations, and the importance of clear thinking and writing in the effectiveness of a text.

**ELA LOCAL ELECTIVE**

**Course Code:** 10252X0C                      **Fee (if applicable):** n/a  
**Offered at:** All High Schools              **Grade(s):** 10,11,12  
**Prerequisite:** None

**ELA LOCAL ELECTIVE HONOR - Course Code:** 10255X0

This course offers a variety of rich texts that engage students in analysis of literary and informational text, as well as poetry, drama, and fiction. It is designed for students to develop skills in the areas of research, effective studying, and communication that will be needed in all high school courses. Students are challenged to develop and demonstrate their depth of understanding, knowledge, and application of language arts skills through discussion and through collaborative and independent research presentations. The honors component of this course will require the students to delve more deeply into literature, informational text, writing, speaking and listening standards. Assignments will promote in-depth critical thinking skills.

**JOURNALISM I**

**Course Code:** 10312X0C                      **Fee (if applicable):** n/a  
**Earliest Grade Offered:**                      **Grade(s):** 9,10,11, 12  
 Grade: 9 - NHS, SBHS  
 Grade: 10 - DHS, JHS, RHS, WOHS  
 Grade: 11 - DHS, SWHS

**Prerequisite:** Completion of course application with sample writings, and teacher approval with reference from one English teacher.

**JOURNALISM I-HONORS: 10315X0C (JHS, RHS, SWHS,WOHS)**

Students in this class are responsible for planning, designing, and creating various school publications. The course stresses communication skills and techniques of basic journalism, as well as all aspects of desktop publishing. Students may be expected to attend after school events and to write assignments covering those events. Students may be required to enroll in Journalism both semesters. They will earn two credits if they complete both semesters.

**JOURNALISM II**

**Course Code:** 10322XC                      **Fee (if applicable):** n/a  
**Earliest Grade Offered:**                      **Grade(s):** 9,10,11, 12  
 Grade: 9 - SBHS  
 Grade: 10 - DHS, JHS, NHS, RHS, WOHS  
 Grade: 11 - DHS, SWHS

**Prerequisite:** Journalism I and completion of course application with sample writings, and teacher approval with reference from one English teacher.

**JOURNALISM II HONORS – Course Code:** 10325X0C

Students will develop their journalistic skills as broadcast journalists, covering stories of interest to the school, community, state, nation, and world. Students will shoot video, develop questions, edit video and text, and produce video productions. Students will assist with fulfilling the goals of the Journalism I class by completing the yearbook and school newsletter. They will earn two credits if they complete both semesters.

The goal of NC High School Mathematics is for students to develop a thorough understanding of the characteristics and behaviors of specific families of functions. There is a great deal of emphasis on the application and understanding of functions in the high school mathematics standards.

According to the State Graduation Requirement Policy, students earn four mathematics credits which shall be either:

- a. NC Math I, II, and III and a fourth mathematics course to be aligned with the student’s post high school plans
- b. In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence, except as limited by N.C.G.S.§115C-81(b), the student will be required to pass: NC Math I and Math II plus two additional courses identified on the NC DPI Math options chart. Note: Credit shall be awarded for Math I, II, III if taken prior to the 2016-17 school year.

**CALCULUS AB-ADVANCED PLACEMENT**

**Course Code:** 2A007X0CAP      **Fee (if applicable):** n/a  
**Offered at:** All High Schools      **Grade(s):** 10,11,12  
**Prerequisite:** Pre-Calculus

This course provides a review of the concepts covered in Pre-Calculus with an emphasis on functions (particularly trigonometric). The course will introduce the student to limits and topics in differential and integral calculus. Students will also have an opportunity to explore conic sections. Students taking this course are encouraged to take the AP exam.

**CALCULUS BC-ADVANCED PLACEMENT**

**Course Code:** 2A017X0CAP      **Fee (if applicable):** n/a  
**Offered at:** JHS, NHS, RHS      **Grade(s):** 11,12  
**Prerequisite:** Advanced Placement Calculus AB

Advanced Placement Calculus develops the student’s understanding of the concepts of calculus (functions, graphs, limits, derivatives and integrals) and provides experience with its methods and applications. The course encourages the geometric, numerical, analytical, and verbal expression of concepts, results, and problems. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment. Students will also have an opportunity to explore polar coordinates. Students taking this course are encouraged to take the AP exam.

**CCRG MATH IV**

**Course Code:** 20132X0C      **Fee (if applicable):** n/a  
**Offered at:** All High Schools      **Grade(s):** 12  
**Prerequisite:** Math III

This course is a survey of the fundamental skills required for freshman level/gateway college math courses. Demonstration of mastery of these skills in the course permits the student to have higher placement in community college courses and better preparation for university courses. The course topics include number sense, graphing, functions, geometry, statistics, and trigonometry.

**COMPUTER SCIENCE PRINCIPLES-ADVANCED PLACEMENT**

**Course Code:** 2A027X0CAP      **Fee (if applicable):** n/a  
**Offered at:** NHS, SWHS      **Grade(s):** 9,10,11,12  
**Prerequisite:** Math I

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

**DISCRETE MATHEMATICS FOR COMPUTER SCIENCE**

**Course Code:** 24012X0C      **Fee (if applicable):** n/a  
**Offered at:** All High Schools      **Grade(s):** 10,11,12  
**Prerequisite:** Math III

**DISCRETE MATHEMATICS FOR COMPUTER SCIENCE-HONORS- Course Code:** 24015X0C

The purpose of this course is to introduce discrete structures that are the backbone of computer science. Discrete mathematics is the study of mathematical structures that are countable or otherwise distinct and separable. The mathematics of modern computer science is built almost entirely on discrete mathematics, such as logic, combinatorics, proof, and graph theory. At most universities, an undergraduate-level course in discrete mathematics is required for students who plan to pursue careers as computer programmers, software engineers, data scientists, security analysts and financial analysts. Students will be prepared for college level algebra, statistics, and discrete mathematics courses.

## MATH

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### FOUNDATION OF NC MATH I

**Course Code:** 20902X0C      **Fee (if applicable):** n/a

**Offered at:** DHS, JHS, NSH, RHS,      **Grade(s):** 9,10,11,12

SWHS, WOHS

**Prerequisite:** None

Fundamentals in addition, subtraction, multiplication, and division of decimals, fractions, and percentages are stressed. Basic functions in geometry and pre-algebra are introduced along with measurement, problem solving, computation, and elementary statistics and probability.

### FOUNDATIONS OF NC MATH II

**Course Code:** 20912X0C      **Fee (if applicable):** n/a

**Offered at:** JHS, NHS, SWHS, SBHS      **Grade(s):** 9,10,11,12

**Prerequisite:** NC Math I

Foundations of NC Math II is a course designed for students who have earned a NC Math I credit but require additional support in mastering the skills necessary for success in the second course. This course will allow students to develop the understanding of geometric terminology and concepts through the use of manipulatives, technology, algebraic representation and development of problem solving skills. This course provides one unit of elective credit, but does not count as one of the four math credits required to graduate meeting the future-ready core requirements.

### FOUNDATIONS OF NC MATH III

**Course Code:** 20922X0C      **Fee (if applicable):** n/a

**Offered at:** JHS, NHS, RHS,      **Grade(s):** 9,10,11,12

SWHS, SBHS

**Prerequisite:** NC Math II

Foundations of NC Math III is a course designed for students who have earned a NC Math II credit but need additional support in mastering the skills necessary for success in the third math course. This course will give students the opportunity to build on prior algebraic concepts that include radicals, functions, equations and systems. This course provides one unit of elective credit.

### INTRODUCTION TO MATH

**Course Code:** 20202X0C      **Fee (if applicable):** n/a

**Offered at:** JHS, NHS, RHS,      **Grade(s):** 9,10,11,12

SWHS, SBHS

**Prerequisite:** None

Fundamentals in addition, subtraction, multiplication, and division of decimals, fractions, and percentages are stressed. Basic functions in geometry and pre-algebra are introduced along with measurement, problem solving, computation, and elementary statistics and probability.

### NC MATH I

**Course Code:** 21092X0C

**Fee (if applicable):** n/a

**Offered at:** All High Schools

**Grade(s):** 9,10,11,12

**Prerequisite:** None

**NC MATH I – HONORS - Course Code:** 21095X0C

NC Math 1 includes the study of linear, exponential and quadratic functions; extending from the work in middle school where proportional reasoning skills were emphasized along with an introduction of the concept of a function. NC Math 1 students apply and extend their understandings of functions from grade 8 to the formal definition of a function and the use of function notation when expressing functions symbolically. The Algebra, Geometry and Statistics & Probability standards also support the study of functions in NC Math 1. Students will: Interpret the structure of expressions; Create equations that describe numbers or relationships; Solve systems of equations; Represent and solve equations and inequalities graphically; Interpret functions that arise in applications in terms of the context; Analyze functions using different representations; Use coordinates to prove simple geometric theorems algebraically; and Summarize, represent, and interpret data on a single count or measurement variable.

### NC MATH II

**Course Code:** 22092X0C

**Fee (if applicable):** n/a

**Offered at:** All High Schools

**Grade(s):**

**Prerequisite:** NC Math I

**NC MATH II –HONORS - Course Code:** 22095X0C

In NC Math 2, quadratic, square root and inverse variation function families are added to the study of functions along with the more complex algebra skills to support working with more advanced algebraic expressions. NC Math 2 is also where students begin to apply transformational geometry learned in the middle grades to the study of functions. Geometric reasoning and proof are also emphasized in NC Math 2 as students focus on the study of triangles and their relationship to other planar figures. Students will: Use properties of rational and irrational numbers; Defining complex numbers; Understand solving equations as a process of reasoning and explain the reasoning; Analyze functions using different representations; Experiment with transformations in the plane; Understand congruence in terms of rigid motions; Understand similarity in terms of similarity transformations; Define trigonometric ratios and solve problems involving right triangles; Understand independence and conditional probability and use them to interpret data; and Use the rules of probability to compute probabilities of compound events in a uniform probability model.

## MATH

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### NC MATH III

**Course Code:** 23092X0C

**Fee (if applicable):** n/a

**Offered at:** All High Schools

**Grade(s):** 9,10,11,12

**Prerequisite:** NC Math II

### NC MATH III – HONORS - Course Code: 23095X0C

NC Math 3 capstones the required standard mathematics progression with the study of more complex function families and geometric modeling as an application of concepts learned in previous years from number sense, algebra, functions and geometry. Students will: Understand the relationship between zeros and factors of polynomials; Rewrite rational expressions; Create equations that describe numbers or relationships; Represent and solve equations and inequalities graphically; Interpret functions that arise in applications in terms of the context; Analyze functions using different representations; Build a function that models a relationship between two quantities; Build new functions from existing functions; Extend the domain of trigonometric functions using the unit circle; Prove geometric theorems; Understand and apply theorems about circles; Apply geometric concepts in modeling situations; and Make inferences and justify conclusions from sample surveys, experiments, and observational studies. Students are required to take state EOC exam.

### NC MATH IV

**Course Code:** 24092X0C

**Fee (if applicable):** n/a

**Offered at:** All High Schools

**Grade(s):** 10,11,12

**Prerequisite:** NC Math III

### NC MATH IV – HONORS- Course Code: 24095X0C

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.

### PRE-CALCULUS- HONORS

**Course Code:** 24035X0C

**Fee (if applicable):** n/a

**Offered at:** All High Schools

**Grade(s):** 9,10,11,12

**Prerequisite:** NC Math III

Pre-calculus builds upon the study of algebra, functions, and trigonometry experienced in previous high school mathematics courses. This course will build on students' algebraic skills and understanding of functions to delve into real world phenomena and to deepen understanding of the functions in the course. This course is designed for students pursuing careers in STEM-related fields. Students will be prepared for Calculus, AP Calculus and any entry-level college course.

### STATISTICS-ADVANCED PLACEMENT

**Course Code:** 2A037X0CAP

**Fee (if applicable):** n/a

**Offered at:** All High Schools

**Grade(s):** 10,11,12

**Prerequisite:** Pre-Calculus

Advanced Placement Statistics is an introductory, non-calculus based, college course in statistics. The four major topics studied include organizing data, producing data samples and experiments, analyzing data, probability, foundations of inference, and drawing conclusions with statistical significance. Students entering the course should be proficient in reading mathematical text and be willing to research independently outside of class time. A grade of B or higher in Algebra II and/or NC Math III is recommended for this course. Students are expected to take the AP examination. The student may earn college credit for successful completion of the course and AP examination.

The North Carolina Science Essential Standards maintain the respect for local control of each Local Education Authority (LEA) to design the specific curricular and instructional strategies that best deliver the content to their students. Nonetheless, engaging students in inquiry-based instruction is a critical way of developing conceptual understanding of the science content that is vital for success in the twenty-first century. The process of scientific inquiry, experimentation and technological design should not be taught nor tested in isolation of the core concepts drawn from physical science, earth science and life science. A seamless integration of science content, scientific inquiry, experimentation and technological design will reinforce in students the notion that “what” is known is inextricably tied to “how” it is known. A well-planned science curriculum provides opportunities for inquiry, experimentation and technological design. Teachers, when teaching science, should provide opportunities for students to engage in “hands-on/minds-on” activities that are exemplars of scientific inquiry, experimentation and technological design.

### Science as Inquiry

Traditional laboratory experiences provide opportunities to demonstrate how science is constant, historic, probabilistic, and replicable. Although there are no fixed steps that all scientists follow, scientific investigations usually involve collections of relevant evidence, the use of logical reasoning, the application of imagination to devise hypotheses, and explanations to make sense of collected evidence. Student engagement in scientific investigation provides background for understanding the nature of scientific inquiry. In addition, the science process skills necessary for inquiry are acquired through active experience. The process skills support development of reasoning and problem-solving ability and are the core of scientific methodologies.

North Carolina requires three units of science for high school graduation. The science graduation requirements include Biology, one course in a physical science (to include Physical Science, Chemistry, Physics) and one course in an earth/environmental science.

#### ANATOMY & PHYSIOLOGY HONORS

**Course Code:** 33305X0C      **Fee (if applicable):** \$5

**Offered at:** DHS, RHS, SBHS & SWHS      **Grade(s):** 11,12

**Prerequisite:** Biology

This class is designed for students who wish to pursue a career in a medically related field. Topics covered will be the skeletal, muscular, and organ systems of the body, and the effect of both diet and disease on the body.

#### BIOLOGY

**Course Code:** 33202X0C      **Fee (if applicable):** \$5

**Offered at:** All High Schools      **Grade(s):** 9,10,11,12

**Prerequisite:** None

**BIOLOGY-HONORS - Course Code:** 33205X0C

The North Carolina Essential Standards for Biology was written to provide deeper understanding of life science content learned throughout Grades K–8. Biology is designed to meet graduation requirements. Emphasis is on the nature of science and scientific inquiry. These are developed by use of process skills and manipulative skills through laboratory activities. Laboratory and content study combine to help the student develop a positive attitude toward science and to understand the contributions of science and technology in shaping society. The course is constructed around three major themes: Chemical and Physical Basis of Life, Continuity of Life, and Ecology. Students are required to take a state EOC exam.

#### BIOLOGY-ADVANCED PLACEMENT

**Course Code:** 3A007X0CAP      **Fee (if applicable):** \$5

**Offered at:** DHS, NHS, RHS, SBHS, SWHS, WOHS      **Grade(s):** 11,12

**Prerequisite:** Biology I; Biology II- Chemistry-WOHS

This course is an in-depth and detailed study of Biology which includes topics in cell physiology, genetics, evolution, anatomy and ecology. AP Biology is intended to provide a rigorous introductory college level biology course with intense inquiry based laboratory activities. Students should consider the extensive time that is required for reading assignments, lab reports, and independent study. Students are encouraged to take the Advanced Placement Biology exam in the Spring. When a minimum score of 3.0 on the AP Biology Test is achieved the student will be able to receive college credit depending on the University or College of choice.

#### BIOLOGY II-HONORS

**Course Code:** 33215X0C      **Fee (if applicable):** \$5

**Offered at:** SBHS      **Grade(s):** 11,12

**Prerequisite:** Chemistry

This lab-based college prep course is a prerequisite to the AP Biology Course. The course includes the following topics: Biochemistry, Cell Biology, Heredity, Molecular Genetics, and Evolutionary Biology. Independent research and in-depth laboratory experiences are integral parts of the program.



## SCIENCE

### CHEMISTRY

**Course Code:** 34102X0C      **Fee (if applicable):** \$5

**Offered at:** All High Schools      **Grade(s):** 9,10,11,12

**Prerequisite:** Earth/Environmental Science

**Recommendation:** Math I

The Physical Science curriculum is designed to continue the investigation of the concepts begun in earlier grades that guide inquiry in the disciplines of Chemistry and Physics. The curriculum includes: Forces and Motion, Matter: Properties and Change, Energy: Conservation and Transfer. Inquiry and laboratory activities will be an integral part of the curriculum experience. A cumulative NC Final exam is required at the end of the course. This is not a required course but can fulfill one of the science credits required for graduation.

### CHEMISTRY-ADVANCED PLACEMENT

**Course Code:** 3A017X0CAP      **Fee (if applicable):** \$5

**Offered at:** NHS, SBHS, WOHS      **Grade(s):** 11,12

**Prerequisite:** Chemistry

It is highly desirable that a student have a course in secondary school chemistry and a four-year college preparatory program in mathematics. Students must be able to work at an accelerated pace independently. Students will be expected to work independently in the laboratory and problem solving coursework that will add greater scope and detail to topics already covered in Honors Chemistry. Principles and concepts concerning thermodynamics, kinetics, molecular structure, equilibria, and electrochemistry will be discussed and applied. When scheduling, students should consider the extensive time requirements that accompany a course of this type including outside review sessions. Students will be highly encouraged to take the Advanced Placement Chemistry exam.

### EARTH AND ENVIRONMENTAL SCIENCE

**Course Code:** 35012X0C      **Fee (if applicable):** \$5

**Offered at:** All High Schools      **Grade(s):** 9,10,11,12

**Prerequisite:** None

### EARTH AND ENVIRONMENTAL SCIENCE-HONORS -

**Course Code:** 35015X0C

This course is designed to expand students' knowledge of matter, energy, environmental awareness, material availability, and the cycles that circulate energy and material through the earth. The unifying concepts for the earth and environmental curriculum includes: Earth in the Universe, Earth Systems, Structures and Processes, and Human Impact on the Earth and its Systems. In order to develop a greater understanding of the processes that shape out everyday lives, the curriculum will integrate inquiry investigations and a variety of technologies with the study of earth as a system. The results of student investigation should be communicated through presentations and formal laboratory reports. Enrichment and integration with other disciplines is encouraged. Students should design, conduct, and evaluate independent scientific investigations. Earth and Environmental Science is a required course for graduation in the state of North Carolina.

### ENVIRONMENTAL SCIENCE-ADVANCED PLACEMENT

**Course Code:** 3A027X0CAP      **Fee (if applicable):** \$5

**Offered at:** JHS, NHS, OECHS,      **Grade(s):** 10,11,12  
RHS, SBHS, SWHS, WOHS

**Prerequisite:** None

**Recommendation:** Earth and Environmental Science, Biology, Chemistry, Math II

This course is a rigorous program focusing on the application of scientific concepts and principles to the understanding and solution of environmental problems and issues. A broadly interdisciplinary course, it builds upon the scientific principles from Chemistry, Physics, Biology, Ecology and Earth Science. The course includes a substantial laboratory and field component to help students learn about the environment through careful observation and experimentation. The course utilizes problem-solving, critical thinking and communication skills. Students are encouraged to take the Advanced Placement Environmental Science exam.

### GENETICS

**Course Code:** 33602X0C      **Fee (if applicable):** \$5

**Offered at:** SWHS      **Grade:** 11,12

**Prerequisite:** Biology

This course covers principles of prokaryotic and eukaryotic cell genetics. Emphasis is placed on the molecular basis of heredity, chromosome structure, patterns of Mendelian and non-Mendelian inheritance, evolution, and biotechnological applications. Upon completion, students should be able to recognize and describe genetic phenomena and demonstrate knowledge of important genetic principles. (S12198)

### MARINE SCIENCE-HONORS

**Course Code:** 35355X0C      **Fee (if applicable):** \$5

**Offered at:** SBHS      **Grade(s):** 9,10,11,12

**Prerequisite:** Earth/Environmental Science

This course is designed to reinforce scientific concepts as they relate to the ocean. Students will become familiar with many aspects of marine science. Some of the topics to be studied include geology, public policy relating to marine science, and marine biology to include a survey of plants and animals that live in the sea, their habitats and marine ecosystems. Special emphasis will be placed on factors that are relevant to the North Carolina coast.

**MICROBIOLOGY-HONORS**

**Course Code:** 33705X0C      **Fee (if applicable):** \$5

**Offered at:** SBHS      **Grade(s):** 10,11,12

**Prerequisite:** Earth/Environmental Science, Biology

Students in Microbiology explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. Students will develop a working understanding of the skills necessary to cultivate and study bacteria. In this course, students learn microbiological techniques such as preparation of agar plates, isolation of bacteria from food, serial dilution, and plating. Focus of study on viruses and bacteria and includes a survey of infectious diseases caused by these microorganisms. Students should expect to develop an understanding of infectious diseases and the prevention/control of its spread.

**PHYSICAL SCIENCE**

**Course Code:** 34102X0C      **Fee (if applicable):** \$5

**Offered at:** All High Schools      **Grade(s):** 9,10,11,12

**Prerequisite:** Earth/Environmental Science

**Recommendation:** Math I

The Physical Science curriculum is designed to continue the investigation of the concepts begun in earlier grades that guide inquiry in the disciplines of Chemistry and Physics. The curriculum includes: Forces and Motion, Matter: Properties and Change, Energy: Conservation and Transfer. Inquiry and laboratory activities will be an integral part of the curriculum experience. A cumulative NC Final exam is required at the end of the course. This is not a required course but can fulfill one of the science credits required for graduation.

**PHYSICS-ADVANCED PLACEMENT**

**Course Code:** 3A057X0CAP      **Fee (if applicable):** \$5

**Offered at:** JHS, NHS      **Grade(s):** 11,12

**Prerequisite:** Honors Math III

Physics AP should provide instruction in each of the following five content areas: Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. A knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus may be introduced in connection with physical concepts. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems should be the major goals of the course. Consequently, the course should utilize guided inquiry and student-centered learning to foster the development of critical thinking skills.

**PHYSICS-HONORS**

**Course Code:** 34305X0C      **Fee (if applicable):** \$5

**Offered at:** DHS, NHS, RHS, SBHS,      **Grade(s):** 11,12

SWHS, WOHS

**Prerequisite:** Chemistry

**Recommendation:** Math III

Honors Physics uses the North Carolina Essential Standards for Physics as a foundation for more challenging and advanced study that enriches key topics and broadens the student's view of the larger physics community including current research. Substantial class time should be devoted to student-directed exploration and experimentation, and independent student investigation. Honors Physics is an appropriate course for students with a strong mathematics and chemistry background. Success in Honors Physics 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. This course will stress problem solving over a wide range of topics: Kinematics, Mechanics, Thermodynamics, Waves, Optics and Electromagnetism.

The North Carolina Social Studies Essential Standards offer a sound, thoughtful, and defensible curricular framework that is designed to enable all students at all grade levels to acquire the essential knowledge, understanding, and skills needed to be informed, active citizens in the 21st century. The five organizational strands of the social studies program: history, geography, civics and government, economics and financial literacy, and culture are addressed with increasing rigor and relevance at each grade level. Underlying these strands is the belief that all students should understand social studies and develop civic efficacy. Students should also acquire and perfect knowledge, understanding, and skills of individual and group inquiry and examine a broad range of peoples and cultures. From social studies students gain the attitudes and values that enable them to be effective problem-solvers, good decision-makers, and wise planners. As a result of an effective social studies education, they are prepared to deal with present, recurring, and unforeseen problems at the local, state, national, and global levels.

The Social Studies Essential Standards emphasizes the following strands as a framework for social studies at every level:

- Individual identity and development
- Cultures and diversity
- Government and active citizenship
- Historic perspectives
- Geographic relationships
- Economics and development
- Global connections
- Technological influences and society

All students will need four social studies credits for graduation. Students who entered high school in the 2014-15 school year and later are required to earn a credit in World History, American History, American History: Founding Principles Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy and 1 other Social Studies credit. Students entering high school in the 2020-21 school year are required to earn a credit in World History, American History, Founding Principals of the United States of America and North Carolina: Civic Literacy and Economics and Personal Finance. AP United States History may be substituted for American History and AP World History may be substituted for World History.

**AMERICAN INDIAN STUDIES HONORS**

**Course Code:** 46025X0C                      **Fee (if applicable):** n/a  
**Offered at:** SBHS                              **Grade(s):** 10,11,12

**Prerequisite:** World History, American History  
 American Indian Studies introduces students to the exploration of the rich and diverse history and culture of American Indian societies. Students will learn about the histories, cultures, legacies and achievements of American Indians from prehistoric to present-day. The course will emphasize interactions between and within American Indian groups as well as with the government of the United States. Issues of policy, law, economic and cultural change as well as shared beliefs concerning human-environment interaction will be taught. Students will immerse themselves in some of America's oldest continuous societies and cultures. The many American Indian groups of North Carolina will be a focus of instructional content, however the course will expose students to all American Indian societies and tribes.

**AMERICAN HISTORY**

**Course Code:** 43112X0C                      **Fee (if applicable):** n/a  
**Offered at:** All High Schools              **Grade(s):** 10,11,12  
**Prerequisite:** None

**AMERICAN HISTORY -HONORS**

**Course Code:** 43115X0C  
 American History is a survey course providing a foundation to understand our nation's past and present, the American History course begins with the end of the French and Indian War in 1763 and continues through the most recent presidential election. This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Rooted in Inquiry-based skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action. As well-rounded, productive citizens, the students will leave the American History course with both the knowledge and the skills to engage with the modern world by recognizing contemporary patterns and connections.

## SOCIAL STUDIES

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### AMERICAN HISTORY I

**Course Code:** 43042X0C

**Fee (if applicable):** n/a

**Offered at:** All High Schools

**Grade(s):** 10,11,12

**Prerequisite:** None

### AMERICAN HISTORY I-HONORS

**Course Code:** 43045X0C

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

### AMERICAN HISTORY II

**Course Code:** 43052X0C

**Fee (if applicable):** n/a

**Offered at:** All High Schools

**Grade(s):** 11,12

**Prerequisite:** American History

### AMERICAN HISTORY II-HONORS

**Course Code:** 43055X0C

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

### AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS AND ECONOMICS

**Course Code:** 42092X0C

**Fee (if applicable):** n/a

**Offered at:** All High Schools

**Grade(s):** 10,11,12

**Prerequisite:** None

### AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS AND ECONOMICS-HONORS

**Course Code:** 42095X0C

Formerly known as Civics and Economics, American History: The Founding Principles, Civics and Economics provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance. The essential standards are organized under three strands – Civics and Government, Personal Financial Literacy and Economics. The Civics and Government strand develops students' increased understanding of constitutional democracy and the fundamental principles and values upon which they are founded, the skills necessary to participate as effective and responsible citizens and the knowledge of how to use democratic procedures for making decisions and managing conflict. The Economic and Personal Financial Literacy strands provide students with an understanding of the role economic factors play in making economic decisions, the ability to reason logically about key economic issues and manage personal financial resources effectively for lifetime financial security.

### COLD WAR

**Course Code:** 43062X0C

**Fee (if applicable):** n/a

**Offered at:** SWHS

**Grade(s):** 11,12

**Prerequisite:** None

### COLD WAR-HONORS

**Course Code:** 43065X0C

Our current world—its people and societies—is in many ways a product of the Cold War. Modern global relations involving the United States and other countries, regions, and networks such as Iran, North Korea, Afghanistan, Iraq, Latin America, and Al Qaeda all have connections to the Cold War. Subsequently, the direct and indirect battles associated with this post World War II ideological conflict with the former Soviet Union have had lasting effects on our nation, our relationships with other people, and the world. The relevant lessons of the Cold War would help promote informed judgments by contemporary American citizens.

## SOCIAL STUDIES

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### **ECONOMICS & PERSONAL FINANCE**

**Course Code:** 43192X0C      **Fee (if applicable):** n/a

**Offered at:** All High Schools      **Grade(s):** 11,12

**Prerequisite:** None

### **ECONOMICS & PERSONAL FINANCE-HONORS**

**Course Code:** 43195X0C

The Economic and Personal Finance course shall provide instruction on economic principles and shall provide personal financial literacy instruction that shall include the following: the true cost of credit, choosing and managing a credit card, borrowing money for an automobile or other large purchase, home mortgages, credit scoring and credit reports, planning and paying for postsecondary education and other relevant financial literacy issues. The EPF course supports the development of students who understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Students should be provided with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society.

### **EUROPEAN HISTORY-ADVANCED PLACEMENT**

**Course Code:** 4A017X0CAP      **Fee (if applicable):** n/a

**Offered at:** SBHS      **Grade(s):** 10,11,12

**Prerequisite:** World History

In AP European History students will analyze primary and secondary sources, develop historical arguments, make historical comparisons and utilize reasoning about change over time to investigate four historical periods from approximately 1450 to the present: Renaissance and Reformation; Colonization and the Napoleonic Wars; European Imperialism and Nationalism; Global Wars, decolonization, and the European Union. The course will explore themes such as the interaction of Europe and the World and poverty and prosperity that encourage students to make connections among historical developments in different times and places.

### **FOUNDING PRINCIPLES OF THE U.S. OF AMERICA AND NC: CIVIC LITERACY**

**Course Code:** 43182X0

**Fee (if applicable):** n/a

**Offered at:** All High Schools

**Grade(s):** 11,12

**Prerequisite:** None

### **FOUNDING PRINCIPLES OF THE U.S. OF AMERICA AND NC: CIVIC LITERACY- HONORS**

**COURSE CODE:** 43185X0

Civic Literacy is the study and understanding of citizenship and government. Through the Inquiry-based C3 Framework, this one-semester course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

### **HUMAN GEOGRAPHY-ADVANCED PLACEMENT**

**Course Code:** 4A027X0CAP

**Fee (if applicable):** n/a

**Offered at:** RHS

**Grade(s):** 10,11,12

**Prerequisite:** None

AP Human Geography introduces high school students to college-level introductory human geography or cultural geography. The content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction.

## SOCIAL STUDIES

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### PSYCHOLOGY-ADVANCED PLACEMENT

**Course Code:** 4A057X0CAP **Fee (if applicable):** n/a

**Offered at:** DHS (12), NHS, RHS, **Grade(s):** 10,11,12

SBHS, SWHS, WOHS

**Prerequisite:** None

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Topics include History and Approaches, Research Methods, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Behavior, Treatment of Abnormal Behavior, and Social Psychology. Students taking this course are encouraged to take the Advanced Placement exam.

### PSYCHOLOGY-HONORS

**Course Code:** 44035X0C

**Offered at:** JHS, NHS, SWHS **Grade(s):** 11, 12

(Grade 11, 12), WOHS (Grade 11)

The elective course, Psychology, engages 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 infuses perspectives fostering 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. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior.

### SOCIOLOGY

**Course Code:** 44002X0C **Fee (if applicable):** n/a

**Offered at:** NHS, WOHS **Grade(s):** 10,11,12

**Prerequisite:** None

#### Sociology-Honors

**Course Code:** 44005X0C

This course is designed to give students the tools necessary to concentrate on the systematic study of human society and human interaction. Students will develop a sociological imagination in which they will observe the connections between their personal lives within society, as well as public policy issues. Using observation, the scientific method, and cross-cultural examination, students will discover how patterns of behavior develop, culture is learned, and social predictions are made.

### TURNING POINTS IN AMERICAN HISTORY-HONORS

**Course Code:** 43095X0C

**Fee (if applicable):** n/a

**Offered at:** JHS, NHS, RHS,

**Grade(s):** 10,11,12

SBHS, SWHS, WOHS

**Prerequisite:** None

This course emphasizes in great depth 10-15 key turning points in American History. These are "hinge" events in our nation's history, caused by, and subsequently contributing to, major social, cultural, political, and/or economic events. The continuum of the turning point timeline should have "ripple effects" between each point. These turning points when considered chronologically should ultimately provide a narrative of United States history. A major element of each turning point should be an understanding of historical methods and the use of historical inquiry. Students should essentially become historians to better understand and appreciate the narrative of a people, a nation, and a world. (Possible Turning Points: 9/11, Roanoke Island/Jamestown Settlement, Salem Witch Trials, Proclamation of 1763, Election of 1800, Invention of the Cotton Gin, The Liberator/Nat Turner's Rebellion, The Mexican War, The Compromise of 1877, Chicago's World Fair, McKinley's Assassination, The 19th Amendment, The Scopes-Monkey Trial, The New Deal Coalition, The Little Rock 9, 1968, The Fall of the Berlin Wall).

### UNITED STATES GOVERNMENT AND POLITICS- ADVANCED PLACEMENT

**Course Code:** 4A067X0CAP

**Fee (if applicable):** n/a

**Offered at:** NHS, RHS, SBHS,

**Grade(s):** 11,12

SWHS, WOHS, JHS

**Prerequisite:** Civics & Economics or Civic Literacy

Advanced Placement U.S. Government and Politics will provide students an intellectual foundation for observing, analyzing, and understanding national politics in the United States. Using primary and secondary source documents, as well as analysis of specific examples, students will examine and evaluate the institutions of American government, political parties and elections, mass media, political behavior, public policies, and the development of individual rights and liberties and their impact on citizens. The content of this course is the equivalent to that of an introductory college course in U.S. government and politics. Students taking this course are encouraged to take the Advanced Placement exam.

## SOCIAL STUDIES

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### UNITED STATES HISTORY-ADVANCED PLACEMENT

**Course Code:** 4A077X0CAP      **Fee (if applicable):** n/a

**Offered at:** OECHS, NHS, RHS, SBHS, SWHS      **Grade(s):** 10,11,12

**Prerequisite:** Turning Points in American History-Honors – SBHS, SWHS, WOHS

**Recommendation:** American History

AP US History is a semester-long course. AP US History is a survey course covering American History from the Pre-Columbian period to the present. The class is taught in accordance with the College Board AP US curriculum framework, and is designed to prepare students for the AP US History Exam in May. The AP US History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and American in the world. The purpose of the course is to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States History. The AP United States History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Possible Summer Assignment.

### 21<sup>st</sup> CENTURY GLOBAL GEOGRAPHY

**Course Code:** 445052C0      **Fee (if applicable):** n/a

**Offered at:** SWH      **Grade(s):** 10,11,12

**Prerequisite:** None

**21<sup>st</sup> Century Geography-Honors**

**Course Code:** 45055X0

This geography course will emphasize the increasing interconnectedness of Earth's people due to globalization, as well as, the notion of "spatial variation"—how and why things differ from place to place both physically and culturally on the earth's surface. Globalization is the ongoing process of increasing interconnectedness and interdependence among humankind. While its origins are debatable, this process has been significantly amplified with the onset of new communication technologies that have improved economic, political, social, cultural, historic, and geographic connections among individuals, groups, and nations. The mounting flow of goods, services, finances, ideas, and people across national and international borders has created a world ever more devoid of physical and political boundaries and dependent upon empathy and collaboration. Since the consequences of the process are not predetermined, an awareness of the positive or negative possibilities of these connections is paramount to individual improvement and the advancement of humanity.

### WORLD HISTORY: Global issues and Patterns since 1200

**Course Code:** 43032X0C      **Fee (if applicable):** n/a

**Offered at:** All High Schools      **Grade(s):** 9,10,11,12

**Prerequisite:** None

### WORLD HISTORY-HONORS

**Course Code:** 43035X0C

World History is designed to be a study of nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details on language, religion, diplomacy, and economic, political, and social institutions. The course also explores underlying themes of: power and authority; change and continuity; human-environment interaction; globalization and cultural diffusion; and individual and group identity. This course seeks to move beyond the rote teaching of World History to the teaching of history in context to the world and global society in which students currently live and need to understand. With this in mind, it is important to note that this course is not designed to be a chronological study of history through periodization

Arts education benefits both student and society, because students of the arts disciplines gain powerful tools for:

- understanding human experiences, both past and present;
- teamwork and collaboration;
- making decisions creatively and solving problems, when no prescribed answers exist;
- adapting to and respecting others' diverse ways of thinking, working, and expressing themselves;
- understanding the influence of the arts and their power to create and reflect cultures;
- analyzing nonverbal communication, and making informed judgments about products and issues; and,
- Communicating effectively.

The arts are core subjects in the Federal *Elementary and Secondary Education Act*, and the *NC Basic Education Program*, and, as such, are included as core subjects every student should learn as part of a balanced curriculum for all children in North Carolina. While not all students will become professional dancers, musicians, actors, or visual artists, all students will benefit from skills and processes that are developed through the arts and that can be applied in a variety of disciplines and settings.

North Carolina has implemented state standards for Honors credit in the **four different** Arts Education areas. These areas are **dance, theatre arts, music** (band, chorus and orchestra) and **visual arts**. All courses at the Proficient and Advanced levels are inherently honors. All courses (including honors) may be taken more than once for credit. Students must demonstrate proficiency at the current level before advancing to the next level. Students who demonstrate proficiency may skip levels based on assessments for the content area.

**BAND-BEGINNING**

**Course Code:** 52552X0C

**Fee (if applicable):** \$10

**Offered at:** RHS

**Grade(s):** 9,10,11,12

**Prerequisite:** None

This course offers a continuation of instrumental skills and knowledge, individual musical development, musicianship, and performance techniques learned in the middle school band program. Band-Beginning is a performance-oriented class with emphasis on music at levels II-III. Students develop and demonstrate appropriate instrumental practices, use singing as appropriate, and play literature that may include changes in tempi, keys, and meters. Students develop skills in improvising, composing and arranging music and apply reading and notating skills. Music of varied styles, cultures, and historical periods is studied and played. Students develop skills in listening to, analyzing, and evaluating musical experiences. Enrollment and instrumentation are at the discretion of the band director. All scheduled activities are required and may include evening and weekend concerts, assemblies, parades, festivals/concert contests, school-sponsored events, and community activities!

includes moderate technical demands, expanded ranges, and varied interpretive requirements. Students perform music of varied styles, cultures, and historical periods and continue to develop skills in listening to, analyzing, and evaluating musical experiences. Enrollment and instrumentation are at the discretion of the band director. All scheduled activities are required and may include evening and weekend concerts, assemblies, parades, festival/concert contests, school-sponsored events, and community activities.

**BAND-PROFICIENT**

**Course Code:** 52575X0C

**Fee (if applicable):** \$10

**Offered at:** All High Schools

**Grade(s):** 9,10,11,12

**Prerequisite:** Band-Intermediate

This course focuses on providing advanced, more individualized work in research, analysis, reflection, applications and performance. Band-Proficient addresses the competency goals and objectives of the North Carolina Standard Course of Study for Instrumental Music 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. Additionally, students must create and/or maintain a portfolio which contains a combination of written, audio, or visual examples of their work. Participation in Band-Intermediate prepares students for further instrumental studies in music.

**BAND-INTERMEDIATE**

**Course Code:** 52562X0C

**Fee (if applicable):** \$10

**Offered at:** All High Schools

**Grade(s):** 9,10,11,12

**Prerequisite:** Eight Grade Band

This course develops the performance skills of students and the performing ensemble to higher performance levels to play with increased technical accuracy and expression. Students refine their sight-reading and ear-training skills, use singing as appropriate, and gain an understanding of music theory and notation. Band-Intermediate is a performance-oriented class with emphasis on music at Levels II-IV that



## PERFORMING AND VISUAL ARTS

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### **BAND-ADVANCED**

**Course Code:** 52585X0C      **Fee (if applicable):** \$10

**Offered at:** All High Schools      **Grade(s):** 9,10,11,12

**Prerequisite:** Band-Proficient

This course focuses on providing advanced, more individualized work in research, analysis, reflection, applications and performance. Band-Advanced is higher-level continuation of Band-Intermediate and addresses the competency goals and objectives of the North Carolina Standard Course of Study for Instrumental Music 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. All scheduled activities are required and may include evening and weekend concerts, assemblies, parades, festival/concert contests, school sponsored events, and community activities. Additionally, students must create and/or maintain a portfolio which contains a combination of written, audio, or visual examples of their work.

### **ORCHESTRA-BEGINNING**

**Course Code:** 52402X0C      **Fee (if applicable):** \$10

**Offered at:** NHS, RHS, SBHS,      **Grade(s):** 9,10,11,12

SWHS, WOHS

**Prerequisite:** None

This course is an entry level-performing ensemble for the high school orchestra program. It offers a continuation of instrumental skills, individual musical development, musicianship, and performance techniques learned in the middle school orchestra program. Instruction on individual and group technique is offered for the violin, viola, cello, and string bass. Orchestra-Beginning is a performance-oriented class that plays instrumental literature at levels I-IV that include changes in tempi, keys, and meters and represent diverse genres, styles, cultures and historical periods. Students develop skills in improvising, composing and arranging music as well as listening to, analyzing, and evaluating musical experiences. Enrollment and instrumentation are at the discretion of the orchestra director. All scheduled activities are required including concerts, assemblies, festivals/contests, school-sponsored events, and community activities during the school day, evening or weekend. Students must have an instrument for Orchestra.

### **ORCHESTRA-INTERMEDIATE**

**Course Code:** 52412X0C      **Fee (if applicable):** \$10

**Offered at:** JHS, NHS, RHS,      **Grade(s):** 9,10,11,12

SBHS, SWHS, WOHS

**Prerequisite:** Orchestra-Beginning or 8<sup>th</sup> grade orchestra

This course offers refinement of orchestral and musical skills for high school strings students who have developed and demonstrated appropriate instrumental practices and play with increased technical accuracy and expression. Instruction on individual and group technique is offered for the violin, viola, cello, and string bass. This is a performance-oriented class with emphasis on music at levels II-IV that includes moderate technical demands, expanded ranges, and varied. Students study and perform music of varied styles, cultures, and historical periods. Students develop skills in improvising, composing, and arranging music as well as listening to, analyzing and evaluating musical experiences. Attendance at scheduled daytime, evening, and weekend rehearsals, concerts and events is required. Students must have an instrument for Orchestra.

### **ORCHESTRA-PROFICIENT**

**Course Code:** 52425X0C      **Fee (if applicable):** \$10

**Offered at:** JHS, NHS, RHS,      **Grade(s):** 9,10,11,12

SBHS, SWHS, WOHS

**Prerequisite:** Orchestra-Intermediate

Orchestra-Proficient addresses the competency goals and objectives of the North Carolina Standard Course of Study for Instrumental Music 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. Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work. Participation in Orchestra-Proficient prepares students for further instrumental studies in music. Activities may include daytime, evening and weekend participation. All scheduled activities are required.

## PERFORMING AND VISUAL ARTS

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### ORCHESTRA-ADVANCED

**Course Code:** 52435X0C      **Fee (if applicable):** \$10  
**Offered at:** JHS, NHS, RHS,      **Grade(s):** 9,10,11,12  
SBHS, SWHS, WOHS

**Prerequisite:** Orchestra-Proficient

Orchestra-Advanced is an advanced continuation of Orchestra Proficient. Orchestra-Advanced addresses the competency goals and objectives of the North Carolina Standard Course of Study for Instrumental Music 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. Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work. Participation in Orchestra-Advanced prepares students for further instrumental studies in music. Activities may include daytime, evening and weekend participation. All scheduled activities are required. Students must have an instrument for Orchestra.

### VOCAL MUSIC-BEGINNING

**Course Code:** 52302X0C      **Fee (if applicable):** \$5  
**Offered at:** All High Schools      **Grade(s):** 9,10,11,12  
**Prerequisite:** None

### VOCAL MUSIC-INTERMEDIATE

**Course Code:** 52312X0C      **Fee (if applicable):** \$5  
**Offered at:** All High Schools      **Grade(s):** 9,10,11,12  
**Prerequisite:** None

Vocal Music-Intermediate is a mixed performing ensemble in which class size and enrollment are determined by vocal balance and other musical factors as determined by the Choral Director. Vocal Music-Intermediate is a continuation of the skills learned in Vocal Music-Beginning and features music at Level III-IV, which includes moderate technical demands, expanded ranges, and varied interpretive requirements. Students should be able to sight-read and have a general understanding of music theory and notation. Music of various styles, cultures, and historical periods are included in the repertoire of choral literature studied and performed. Performance is an important. All scheduled performances are required and may include evening and weekend participation. All concert rules apply.

### VOCAL MUSIC-PROFICIENT

**Course Code:** 52325X0C      **Fee (if applicable):** \$5  
**Offered at:** All High Schools      **Grade(s):** 9,10,11,12  
**Prerequisite:** None

The focus of this course is to provide more individualized work in research, analysis, reflection, application and performance. Vocal Music-Proficient addresses the competency goals and objectives of the North Carolina Standard Course of Study for Vocal Music Proficient 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. Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work. Participation in Vocal Music-Proficient prepares students for further vocal studies in music. Performance is an important and required component of this course and may require evening and weekend participation. All concert rules apply.

### VOCAL MUSIC-ADVANCED

**Course Code:** 52335X0C      **Fee (if applicable):** \$5  
**Offered at:** All High Schools      **Grade(s):** 9,10,11,12  
**Prerequisite:** Vocal Music Intermediate

Vocal Music-Advanced is an advanced continuation of Vocal Music Proficient. Vocal Music-Advanced addresses the competency goals and objectives of the North Carolina Standard Course of Study for Vocal Music Advanced 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. Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work. Participation in Vocal Music-Advanced prepares students for further vocal studies in music. Performance is an important and required component of this course and may require evening and weekend participation. All concert rules apply.

## PERFORMING AND VISUAL ARTS

### VOCAL MUSIC- MIXED ENSEMBLE BEGINNING AND INTERMEDIATE

**Course Code:** 52302X0CME      **Fee (if applicable):** \$5  
**Offered at:** WOHS      **Grade(s):** 9,10,11,12  
**Prerequisite:** None

This is an entry level course which builds on the music education students received in Grade K-8. It is open to beginning and advanced vocal music levels. Vocal Music-Mixed Ensemble provides students with opportunities to sing vocal literature which may include changes in tempi, keys, and meters and represent diverse genres, styles, historical periods, and cultures. The fundamentals of music sight-singing, vocal techniques, ensemble and performance techniques are included. Improvising, composing and arranging music and listening to, analyzing, and evaluating musical experiences are also features of the content of this course. Activities are required and may include evening and weekend performances. All concert rules apply.

### VOCAL MUSIC- BELLE VOCI ENSEMBLE PROFICIENT AND ADVANCED

**Course Code:** 52325X0CWE      **Fee (if applicable):** \$5  
**Offered at:** WOHS      **Grade(s):** 10,11,12  
**Prerequisite:** None

Vocal Music-Belle Voci is an honor level yearlong female ensemble course with a focus on performing and composing contemporary Capella music. This course addresses the competency goals and objectives of the North Carolina Essential Standards for Vocal Music Advanced 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. Participation in Vocal Music-Belle Voci prepares students for further vocal studies in music. Performance is an important and required component of this course and may require evening and weekend participation. All concert rules apply.

### GUITAR-BEGINNING

**Course Code:** 52162X0CG      **Fee (if applicable):** \$10  
**Offered at:** DHS, RHS, SBHS, SWHS, WOHS  
**Prerequisite:** None

This course offers an introduction to instrumental playing and performance through the guitar. Students will acquire instrumental skills, reading music, and individual musical development, musicianship, and performance techniques. Beginning Guitar is a performance oriented class with emphasis on music at level 1. This is primarily a classical guitar course. Some emphasis may include, other forms of guitar playing such as rock or jazz. Students will develop skills using chords, fingerpicking, and strumming techniques. Music of varied styles cultures and historical periods will be studied and played. Students will develop skills in listening to, analyzing, and evaluating musical experiences.

### GUITAR-INTERMEDIATE

**Course Code:** 52172X0CG      **Fee (if applicable):** \$10  
**Offered at:** RHS, SBHS      **Grade(s):** 9,10,11,12  
**Prerequisite:** None

Students in this course will increase their technical skills and artistic awareness through continued study of increasingly challenging music. They will further develop instrumental skills, reading music, and individual musical development, musicianship, and performance techniques. Intermediate Guitar is a performance oriented class. Students will continue development of skills using chords, fingerpicking, and strumming techniques. Music of varied styles cultures and historical periods will be studied and played. Students will develop skills in listening to, analyzing, and evaluating musical experiences.

### DIGITAL MUSIC-INTERMEDIATE

**Course Code:** 52162X0CDM      **Fee (if applicable):** n/a  
**Offered at:** WOHS      **Grade(s):** 9,10,11,12  
**Prerequisite:** Any Beginning Level Music Class

The Digital Music course will introduce students to the tools and techniques for creating music digitally. Students will learn about sound design, mixing and creation in the digital platform.

The class will use musictheory.net, soundations.com and Ableton Live-Lite to create music compositions. Ableton Live-Lite is an industry standard program this is used by composers of movie scores, gaming industry and song writers. The class required a level of music competency that is beyond the beginner level. Therefore students should have taken at least one other music course to give them the skills necessary to succeed in the course.

### JAZZ ENSEMBLE-PROFICIENT

**Course Code:** 52162X0CJ      **Fee (if applicable):** \$10  
**Offered at:** JHS, NHS, SWHS, WOHS  
**Prerequisite:** None

The Jazz Ensemble dedicates itself to the study of jazz. The Jazz Ensemble studies many different styles and performs regularly throughout the community. Students will be exposed to theory, improvisation, and an introduction to the major contributors of this fine American art form. This class meets before or after school at some schools and during the school day at others. Please check with the band director at your school for scheduling specifics.

## PERFORMING AND VISUAL ARTS

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### MARCHING BAND

**Course Code:** 52552X0CMB      **Fee (if applicable):** \$10

**Offered at:** DHS, JHS, NHS, RHS, SBHS, WOHS      **Grade(s):** 9,10,11,12

**Prerequisite:** None

Marching Band is a highly motivated performance group. The Band's main goal is to develop, learn and provide a visual and musical experience for all its members and its audience. The Marching Band has many performance obligations. Through these performances the students will grow as musicians and performers. The students will learn music fundamentals according the Beginning Music Specialization Essential Standards. Half way through the semester the students will transition to indoor ensembles. Please check with the band director at your school for scheduling and course specifics.

### MARCHING BAND INTERMEDIATE

**Course Code:** 52562X0CMB      **Fee (if applicable):** \$10

**Offered at:** NHS      **Grade(s):** 10,11,12

**Prerequisite:** Teacher Approval

Marching Band is a highly motivated performance group. The Band's main goal is to develop, learn and provide a visual and musical experience for all its members and its audience. The Marching Band has many performance obligations. Through these performances the students will grow as musicians and performers. The students will learn music fundamentals according the Beginning Music Specialization Essential Standards. Halfway through the semester the students will transition to indoor ensembles.

Please check with the band director at your school for scheduling and course specifics. Students will participate in additional performances and competitions beyond those required in Marching Band Beginning.

### MUSIC APPRECIATION

**Course Code:** 52162X0CMA      **Fee (if applicable):** n/a

**Offered at:** JHS, RHS      **Grade(s):** 9,10,11,12

**Prerequisite:** None

Through the study of a variety of music literature, students develop an understanding and appreciation of music as a fine arts form. Historical and contemporary contributions of various cultures and geographic influences are important elements of this course. Students will listen to, analyze, and evaluate music and develop an understanding of music in relation to history, culture, and other content areas. This course is designed for students that have not taken a performance ensemble class before, but it will enrich and increase understanding if those students chose to take the class.

### MUSIC THEORY-ADVANCED PLACEMENT

**Course Code:** 5A017X0CAP      **Fee (if applicable):** \$10

**Offered at:** JHS, NHS, RHS      **Grade(s):** 11,12

**Prerequisite:** 2 prior music classes

AP Music Theory is designed for the serious music student. The course reflects the content and level of skills of a first-year college music course. The goal of this course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a musical score. Students develop aural, sight-singing, written, compositional, and analytical skills through listening, performance, written, creative and analytical activities and assignments. Additional emphasis is placed music styles and cultural and historical influences. Students taking this course are encouraged to take the AP exam.

### MUSIC THEORY-PROFICIENT (HONORS)

**Course Code:** 52185X0CMT      **Fee (if applicable):** \$10

**Offered at:** JHS, SBH      **Grade(s):** 11,12

**Prerequisite:** One semester of vocal or instrumental music

This course is designed to prepare students for the rigors of a first-year college theory class. The class aims at introducing students to musicianship, theory, musical materials, and procedures. Integrated within the course content are aspects of melody, harmony, texture, rhythm, form, musical analysis, basic composition, and, to some extent, history and style. Students will learn musicianship skills such as dictation, sight-singing, and keyboard harmony. The student's ability to read and write music notation is fundamental to this course. Acquisition of at least basic performance skills in voice or on an instrument is strongly recommended

### PERCUSSION ENSEMBLE-INTERMEDIATE

**Course Code:** 52552X0CP      **Fee (if applicable):** \$10

**Offered at:** SBHS, SWHS      **Grade(s):** 9,10,11,12

**Prerequisite:** None

This course is designed for students who are participating in marching and front ensemble percussion during the fall semester. Students will also perform together as an ensemble using literature for percussion ensembles and wind bands after the marching season. In order to be in this class the student must be a part of the marching percussion or front ensemble percussion of the marching band.

### PIANO-BEGINNING

**Course Code:** 52162X0CP      **Fee (if applicable):** \$10

**Offered at:** DHS, NHS, SBHS, SWHS, WOHS      **Grade(s):** 9,10,11,12

**Prerequisite:** None

Beginning piano will provide a positive music learning experience for each student through the development of piano skills. The performance-based course will provide instruction so that varying degrees of ability can be effectively addressed. Students will receive an introduction to basic piano skills as a basis for further study should they desire to continue.

## PERFORMING AND VISUAL ARTS

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### DANCE-BEGINNING

**Course Code:** 51152X0C

**Fee (if applicable):** n/a

**Offered at:** JHS, NHS, RHS

**Grade(s):** 9,10,11,12

**Prerequisite:** None

Dance-Beginning explores movement as a creative and technical art form. Student learning includes opportunities to develop kinesthetic awareness, proper body alignment, physical strength, flexibility, endurance, and care of the dance instrument while exploring improvisational and expressive movement and basic ballet, jazz, and modern dance technique. Dance elements and basic principles of composition are studied and practiced. Through dance ensemble work, students use creative and critical thinking skills to create and communicate meaning through dance movement. Students experience the role of both choreographer and dancer and have opportunities to present their work. Through the study of dance in various cultures and historical periods, students broaden their understanding of dance as an art form. Students will explore a variety of career opportunities in dance as well as connections with other art forms and subject areas. No auditions required.

### DANCE-INTERMEDIATE

**Course Code:** 51162X0C

**Fee (if applicable):** n/a

**Offered at:** NHS, RHS

**Grade(s):** 9,10,11,12

**Prerequisite:** Dance Beginning

Dance-Intermediate emphasizes students' acquisition of intermediate movement skills and refined motor control through the study of various ballet, jazz, and modern dance techniques. Students learn to take responsibility for their personal health and to care for their dance instrument. Through dance ensemble work, students continue to explore improvisation, dance elements, and composition as both dancer and choreographer. Students present the skills they have learned to selected audiences and learn basic technical/theatrical skills for dance production. Students extend their understanding of dance as an art form through a consideration of aesthetic and philosophical perspectives. Further awareness is enhanced through the study of dance history from ancient to medieval periods, the exploration of dance through a variety of cultural contexts, and dance as a career choice.

### DANCE-PROFICIENT

**Course Code:** 51175X0C

**Fee (if applicable):** n/a

**Offered at:** JHS, NHS, RHS

**Grade(s):** 9,10,11,12

**Prerequisite:** Dance Intermediate

Dance-Proficient emphasizes the study of dance as a creative and expressive art form. Students demonstrate a commitment to personal fitness and to attaining an intermediate level of technical skill and performing with greater fluency, precision, and articulation. Students combine the use of improvisation, dance elements, choreographic principles, and technical/theatrical elements to explore the creation of meaningful dance compositions. Students are encouraged to communicate personal feelings, thoughts, ideas, and concepts through the skillful use of dance movement and to present their choreography to selected audiences. Through the use of aesthetic criteria, students

analyze and evaluate in a constructive manner the impact of their own choreography and the work of others. Students explore integration through the creation of interdisciplinary projects and continue their study of dance through cultural and historical viewpoints. Students will maintain a dance portfolio of written and/or visual samples of student work. This portfolio will contain the student's choreographic works composed by them, written critiques of two dance performances that the student will attend on their own time, and ten self-evaluations that pertain to how the student sees themselves growing as a dancer and choreographer.

### DANCE-ADVANCED

**Course Code:** 51185X0C

**Fee (if applicable):** n/a

**Offered at:** NHS, RHS

**Grade(s):** 9,10,11,12

**Prerequisite:** Dance Proficient

Dance-Advanced provides students with the opportunity to develop an advanced level of dance technique and refine their skills as both choreographer and performer. Students apply their creative and technical knowledge and skills through a variety of production and performance opportunities. Using expanded aesthetic criteria students will analyze and evaluate their own choreography as well as works of others. Students strive to clearly express ideas as they examine the creative process of integrating movement with choreographic intent. Studies include the purposes of dance, dance genres and styles, artistic conflicts and resolutions, innovations, social issues, technological applications, and significant contributors. Students learn to assess personal health and fitness, develop and achieve personal dance goals, and integrate knowledge and skills with a variety of other content areas. Students will maintain a dance portfolio of written and/or visual samples of student work. This portfolio will contain the student's choreographic works composed by them, written critiques of two dance performances that the student will attend on their own time, and ten self-evaluations that pertain to how the student sees themselves growing as a dancer and choreographer. Students will expand their choreographic and teaching skills by leading warm-ups, center floor work, across the floor combinations, and center floor combinations. Students will also be expected to choreograph a dance composition that will be performed by the other students in the class.

## PERFORMING AND VISUAL ARTS

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### THEATRE ARTS-BEGINNING

**Course Code:** 53152X0C

**Fee (if applicable):** n/a

**Offered at:** NHS, SBHS, WOHS

**Grade(s):** 9,10,11,12

**Prerequisite:** None

Theatre Arts-Beginning promotes learning the essential vocabulary and processes of theatre as well as reading, writing, and researching theatre literature, acting and technical theatre. Acting experience in this course includes exploring the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing related to theatre study. In addition, students learn about and reflect on aspects of theatre through history and in different cultures, as well as the various forms of theatre and theatre-related media. Students have opportunities for practical application of knowledge in informal productions. This course develops creativity and spontaneity in those students wanting to explore theatre, as well as those who wish to commit to a theatre program. Students create a portfolio or collection of their work and related activities that can grow as a result of subsequent theatre arts courses.

### THEATRE ARTS-INTERMEDIATE

**Course Code:** 53162X0C

**Fee (if applicable):** n/a

**Offered at:** SBHS, WOHS

**Grade(s):** 9,10,11,12

**Prerequisite:** None

Theatre Arts-Intermediate is for students who wish to continue their exploration of theatre arts. It is a more detailed study of theatre vocabulary, reading and writing of theatre literature, acting, and technical theatre. The acting experience in Theatre Arts-Intermediate furthers the exploration of the concepts of self, body and voice work, improvisation, acting techniques, and reading and writing. In addition, students analyze and critique work developed by themselves or other students, as well as that generated throughout history and in various cultures. This course develops students' knowledge base, expands their understanding of theatre, and begins the application of learning in forms of theatre and theatre-related media through informal and formal productions. Students continue to add to their portfolio or collection of their work and related activities to illustrate their growing comprehension of theatre arts.

### THEATRE ARTS-PROFICIENT

**Course Code:** 53175X0C

**Fee (if applicable):** n/a

**Offered at:** SBHS, WOHS

**Grade(s):** 9,10,11,12

**Prerequisite:** None

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

### THEATRE ARTS-ADVANCED

**Course Code:** 53185X0C

**Fee (if applicable):** n/a

**Offered at:** SBHS, WOHS

**Grade(s):** 9,10,11,12

**Prerequisite:** None

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

## PERFORMING AND VISUAL ARTS

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### VISUAL ARTS-BEGINNING

**Course Code:** 54152X0C

**Fee (if applicable):** \$7

**Offered at:** All High Schools

**Grade(s):** 9,10,11,12

**Prerequisite:** None

Performing and Visual Arts-Beginning is designed to reinforce and build on knowledge and skills developed at the elementary and middle school levels. It is the foundation level for art study throughout high school. The course is primarily devoted to deliberate and systematic presentations of various art processes, procedures, theories, and historical developments. Students will have experiences in producing two-dimensional and three-dimensional artworks. The course emphasizes the study of the elements of art and principles of design, color theory, vocabulary, art criticism, art history, and safety in the art room. The approach to art experiences during this time is experimental in terms of materials. Students are provided a strong foundation in design, drawing and vocabulary in a teacher-structured environment. Problem solving and decision making are emphasized throughout Performing and Visual Arts-Beginning.

### VISUAL ARTS-INTERMEDIATE

**Course Code:** 54162X0C

**Fee (if applicable):** \$7

**Offered at:** All High Schools

**Grade(s):** 9,10,11,12

**Prerequisite:** Visual Art Beginning

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

### VISUAL ARTS-PROFICIENT

**Course Code:** 54175X0C

**Fee (if applicable):** \$7

**Offered at:** DHS, JHS, NHS, RHS, SWHS, SBHS

**Grade(s):** 9,10,11,12

**Prerequisite:** Visual Art Intermediate

Performing and Visual Arts-Proficient builds on skills from Performing and Visual Arts-Intermediate with a more in-depth approach to the study of art processes and techniques, aesthetic issues, art criticism and art history. Teachers help students form goals, become familiar with careers, and develop work habits of professionals. Knowledge of the arts in relation to culture, history, other disciplines, and careers will be promoted through visual, verbal, and written means. Art history, criticism, and aesthetics will be studied in conjunction with selected artworks and will lead to development of a personal philosophy of art. In Performing and Visual Arts-Proficient, students will assemble a portfolio based on technical quality, personal style, direction, and its intended purpose.

### VISUAL ARTS-ADVANCED

**Course Code:** 54185X0C

**Fee (if applicable):** \$7

**Offered at:** All High Schools

**Grade(s):** 9,10,11,12

**Prerequisite:** Visual Art Proficient

In Performing and Visual Arts-Advanced students develop, clarify, and apply their philosophy of art and art making developed in Performing and Visual Arts-Proficient through in-depth, independent, and advanced explorations with media, techniques, processes, and aesthetics. Exceptional initiative, serious involvement, and commitment are expectations of the Performing and Visual Arts-Advanced student. A portfolio evidencing high quality, a broad base of knowledge, and in-depth understanding of personal art forms is developed and refined. Students take part in planning and installing an exhibition of their work.

### ART OF FASHION-INTERMEDIATE

**Course Code:** 54622X0CFD

**Fee (if applicable):** \$7

**Offered at:** WOHS

**Grade(s):** 9,10,11,12

**Prerequisite:** Visual Arts-Beginning

In this course, you will learn methods of designing fashion, how to build a body of research on fashion, how to use inspirations in the design process, how fabric knowledge and color principles strengthen a designer's message, and how to evolve your own vision. History of fashion design is covered along with a recognition of the evolutions and revolutions in fashion. Intermediate art courses build on the technical skills and foundation of knowledge developed in Art I. The study of the elements of art and principles of design, color theory, vocabulary, and art history continues in intermediate courses in a less teacher-directed situation. Various art processes, procedures, and theories are presented in a problem-solving manner that allows for independent choices and personal solutions to problems. The approach is less experimental and based more on informed choices. Student research of art and artists is a major source for gaining knowledge and understanding of past and present art forms. A greater flexible and fluent use of the elements of art and principles of design, color, theory, and vocabulary is stressed.

## PERFORMING AND VISUAL ARTS

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### CERAMICS-BEGINNING

**Course Code:** 54612XOCC

**Fee (if applicable):** \$7

**Offered at:** JHS, SBHS

**Grade(s):** 9,10,11,12

**Prerequisite:** None

In this class, students will learn the properties of clay and how to utilize the material in a variety of materials. The student will be exposed to three-dimensional artwork creation by utilizing various media. Students will learn the proper use of ceramic's materials and experience the basic techniques of beginning building methods, clay characteristics, and glazing and firing procedures. Students will learn how to create a variety of functional objects which include coasters, pots, and figurines. Techniques learned include slab method, coiling, pinching, and carving. Student learning will also be constructed by research engagement using multi-media presentations, drawing, reading, journaling, and writing assignments designed to increase the student's levels of visual mastery. Vocabulary and history will be integrated to create a more holistic classroom experience.

### CERAMICS-INTERMEDIATE

**Course Code:** 54622XOCC

**Fee (if applicable):** \$7

**Offered at:** JHS, SBHS

**Grade(s):** 9,10,11,12

**Prerequisite:** None

Students will expand upon the basic skills developed in Ceramics I to create a variety of 3-D media that may include expansion upon previous projects to invoke a sense of proficiency with basic foundational techniques. Projects include but aren't limited to: serving trays, hidden compartments within sculptures, and figurines. Introduction and experimentation of the pottery wheel will also be addressed to create basic dinnerware such as mugs and pots. Also, the use of mentoring and collaboration with fellow students will be integrated into the program for a richer experience. Video discussions, introduction into contemporary sculptural artists, and journal entries will also be an integral part of the classroom process.

### CERAMICS-PROFICIENT

**Course Code:** 54635XOCC

**Fee (if applicable):** \$7

**Offered at:** SBHS, WOHS

**Grade(s):** 9,10,11,12

**Prerequisite:** None

This class is a continuation of clay construction techniques including hard and soft slab construction, coil building, pinch and wheel thrown forms. It is designed to work through the processes as well as the conceptual approaches inherent in contemporary art.

### CERAMICS-ADVANCED

**Course Code:** 54645XOCC

**Fee (if applicable):** \$7

**Offered at:** JHS, SBHS

**Grade(s):** 10,11,12

**Prerequisite:** Ceramics-Beginning and Intermediate This is an advanced level visual arts course will expand clay construction techniques including hard and soft slab construction, coil building, pinch and wheel thrown forms.

### DRAWING AND PAINTING-INTERMEDIATE

**Course Code:** 54162XOCCDP

**Fee (if applicable):** \$7

**Course Code:** 54185XOCCDP (ADV)

**Course Code:** 54175XOCCDP (PROF)

**Offered at:** DHS (Proficient,

**Grade(s):** 9,10,11,12

Advanced), WOHS (Intermediate, Proficient, Advanced)

**Prerequisite:** Visual Arts-Beginning

Students will experience activities using watercolor, acrylic, tempera, and oil paint, as well as, graphite, charcoal, colored pencil, and ink techniques of drawing. Students will continue to refine skills in drawing and painting while exploring connections to history and culture. Intermediate art courses build on the technical skills and foundation of knowledge developed in Art I. The study of the elements of art and principles of design, color theory, vocabulary, and art history continues in intermediate courses in a less teacher-directed situation. Various art processes, procedures, and theories are presented in a problem-solving manner that allows for independent choices and personal solutions to problems. The approach is less experimental and based more on informed choices. Student research of art and artists is a major source for gaining knowledge and understanding of past and present art forms. A greater flexible and fluent use of the elements of art and principles of design, color, theory, and vocabulary is stressed. A proficient level of this course is also offered for further study.

### ELECTRONIC ART-INTERMEDIATE

**Course Code:** 54622XOCEA

**Fee (if applicable):** \$7

**Offered at:** WOHS

**Grade(s):** 9,10,11,12

**Prerequisite:** Visual Arts-Beginning

Students will learn photographic techniques and the use of a darkroom to develop black and white photographs. Students will explore videographic and editing techniques including Claymation and stop action. Students will experience computer graphics using a variety of different software programs. Intermediate art courses build on the technical skills and foundation of knowledge developed in Art I. The study of the elements of art and principles of design, color theory, vocabulary, and art history continues in intermediate courses in a less teacher-directed situation. Various art processes, procedures, and theories are presented in a problem-solving manner that allows for independent choices and personal solutions to problems. The approach is less experimental and based more on informed choices. Student research of art and artists is a major source for gaining knowledge and understanding of past and present art forms. A greater flexible and fluent use of the elements of art and principles of design, color, theory, and vocabulary is stressed. A proficient level of this course is also offered for further study.



## PERFORMING AND VISUAL ARTS

### FIBER ART-INTERMEDIATE

**Course Code:** 54622X0CFA      **Fee (if applicable):** \$7  
**Offered at:** WOHS      **Grade(s):** 9,10,11,12

**Prerequisite:** Visual Arts-Beginning

This course, focused on fiber and textile art, will include instruction in weaving, felting, paper-making, batik, quilting, and yarn crafts. Information will be learned about the cultures which participate in certain fiber crafts and the history of these crafts. Intermediate art courses build on the technical skills and foundation of knowledge developed in Art I. The study of the elements of art and principles of design, color theory, vocabulary, and art history continues in intermediate courses in a less teacher-directed situation. Various art processes, procedures, and theories are presented in a problem-solving manner that allows for independent choices and personal solutions to problems. The approach is less experimental and based more on informed choices. Student research of art and artists is a major source for gaining knowledge and understanding of past and present art forms. A greater flexible and fluent use of the elements of art and principles of design, color, theory, and vocabulary is stressed.

### FINE CRAFTS-BEGINNING

**Course Code:** 54612X0CFC      **Fee (if applicable):** \$7  
**Offered at:** SBHS      **Grade(s):** 9,10,11,12

**Prerequisite:** None

This is an entry level course for students that have an interest in crafts, jewelry, stained glass, polymer clay, bead weaving, book arts, textile (silk-screen) Design and ceramics. This course addresses the competency goals and objectives of the North Carolina Standard Essential Standards.

### FINE CRAFTS-INTERMEDIATE

**Course Code:** 54622X0CFC      **Fee (if applicable):** \$7  
**Offered at:** SBHS      **Grade(s):** 10,11,12

**Prerequisite:** Visual Arts-Beginning

The focus of this course will be crafts, jewelry, stained glass, polymer clay, bead weaving, book arts, textile (silk-screen) design and ceramics. Students should have a good foundation in the elements of art, and the principles of design and art history to enter this course. In addition to designing and creating art, important parts of the visual arts curriculum include research, reading and writing.

### GLOBAL FOLK ART-INTERMEDIATE

**Course Code:** 54622X0CGF      **Fee (if applicable):** \$7  
**Offered at:** WOHS      **Grade(s):** 9,10,11,12

**Prerequisite:** Visual Arts-Beginning

This course offers students the opportunity to explore world cultures through art. Systematic study of life events, rituals, and the art that surrounds them in different cultures provide the content for the course. This course will include craft-making from cultures from the Americas to Asia and Africa and beyond. A service-learning component involving fair – trade will be included. Intermediate art courses build on the technical skills and foundation of knowledge developed in Art I. The study of the elements of art and principles of design, color theory, vocabulary, and art history continues in intermediate courses in a less teacher-directed situation. The approach is less experimental and based more on informed choices. Student research of art and

artists is a major source for gaining knowledge and understanding of past and present art forms. A greater flexible and fluent use of the elements of art and principles of design, color, theory, and vocabulary is stressed. A proficient level of this course is also offered for further study.

### SCULPTURE AND CERAMICS-INTERMEDIATE

**Course Code:** 54622X0CC      **Fee (if applicable):**  
**Offered at:** WOHS      **Grade(s):** 9,10,11,12

**Prerequisite:** Visual Arts-Beginning

Students will learn the history, vocabulary and process of designing and producing sculptural and ceramic art objects, including: forming and shaping clay by a variety of methods, technical information, application of glazes, stacking, and firing the kiln, and control of materials and design. Students should anticipate additional costs for materials of individual projects. Additionally, students will create sculptures using both additive and subtractive methods. Intermediate art courses build on the technical skills and foundation of knowledge developed in Art I. The study of the elements of art and principles of design, color theory, vocabulary, and art history continues in intermediate courses in a less teacher-directed situation. The approach is less experimental and based more on informed choices. Student research of art and artists is a major source for gaining knowledge and understanding of past and present art forms. A proficient level of this course is offered for further study.

### STUDIO ART: 2D DESIGN PORTFOLIO-ADVANCED PLACEMENT

**Course Code:** 5A027X0CAP      **Fee (if applicable):** \$7  
**Offered at:** NHS, WOHS      **Grade(s):** 12

**Prerequisite:** None

The advanced Placement (AP) Two-Dimensional Design Portfolio course enables highly motivated high school students to do college-level work. This portfolio is intended to address a very broad interpretation of 2-D issues. Students are asked to demonstrate proficiency in 2-D design using a variety of art forms. Students will fulfill the requirements for the submission of a portfolio to the AP College Board. The course will include, but not be limited to, graphic design, digital imaging, photography, collage, fabric design, illustration, painting and printmaking. Each student is expected to submit a portfolio of work (either for the exam or for the instructor) for evaluation at the end of the school Year.

**STUDIO ART: 3D DESIGN PORTFOLIO-ADVANCED PLACEMENT**

**Course Code:** 5A037X0CAP      **Fee (if applicable):** \$7  
**Offered at:** WOHS      **Grade(s):** 11,12

**Prerequisite:** None

Work on the 3D design portfolio is intended to address sculptural issues. Design involves purposeful decision making about using the elements and principles of art in an integrative way. In the 3-D Design Portfolio, students are asked to demonstrate their understanding of design principles as they relate to the integration of depth and space, volume and surface. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and occupied/unoccupied space) can be articulated through the visual elements (mass, volume, color/light, form, plane, line, texture). For this portfolio, students are asked to demonstrate mastery of 3-D design through any three-dimensional approach, including, but not limited to, figurative or nonfigurative sculpture, architectural models, metal work, ceramics, glass work, installation, assemblage and 3-D fabric/fiber arts. There is no preferred (or unacceptable) style or content.

**STUDIO ART: DRAWING-ADVANCED PLACEMENT**

**Course Code:** 5A047X0CAP      **Fee (if applicable):** \$7  
**Offered at:** WOHS      **Grade(s):** 12

**Prerequisite:** None

The advanced Placement (AP) Studio Art program makes it possible for highly motivated high school students to do college-level work. Students will complete teacher directed assignments while also developing an individualized "concentration" that is an in-depth, personal commitment to a particular artistic concern. This course is designed to address a very broad interpretation of drawing issues. Students will be fulfilling the requirements for the submission of a portfolio to the AP College Board. Writing about artwork is a major component of the course. Each student is expected to submit a portfolio of work (either for the exam or for the instructor) for evaluation at the end of the school year. This course involves significantly more time and commitment than most high school art courses and is intended for students seriously committed to the study of art.

## PERFORMING AND VISUAL ARTS

Specific performing and visual arts courses, along with their associated proficiency levels, are listed below. Please contact the individual school for more detailed information about any of the offerings listed in this Course of Study.

Dixon High School		Beginning	Intermediate	Proficient	Advanced
Concert Band	Band		X	X	X
Marching Band	Band				
Marching Band – Percussion	Band				
Wind Ensemble	Band		X	X	X
Guitar	Music Specialization	X			
Piano	Music Specialization	X			
Visual Arts	Visual Arts	X	X		
Drawing and Painting	Visual Arts Specialization			X	X
Ceramics	Visual Arts Specialization				X
Chamber Chorus	Vocal Music			X	X
Concert Chorus	Vocal Music		X	X	X
Vocal Music	Vocal Music	X	X		

Jacksonville High School		Beginning	Intermediate	Proficient	Advanced
Cardinal Jazz Band	Band		X	X	
Concert Band	Band		X		
Marching Band	Band				
Wind Ensemble	Band			X	X
Music Appreciation	Music Specialization	X			
Music Theory	Music Specialization			X	
Chamber Orchestra	Orchestra			X	X
Stringed Orchestra	Orchestra		X		
Visual Arts	Visual Arts	X	X	X	
Ceramics	Visual Arts Specialization	X	X	X	
Cardinal Singers	Vocal Music			X	X
Cardinal Voice	Vocal Music			X	X
Chamber Singers	Vocal Music			X	X
Mixed Chorale	Vocal Music	X	X		

Northside High School		Beginning	Intermediate	Proficient	Advanced
Marching Band	Band				
Concert Band	Band		X	X	
Wind Ensemble	Band		X	X	X
Dance	Dance	X	X	X	X
Music Theory	Music Specialization		X		
Piano	Music Specialization	X			
Orchestra	Orchestra	X			X
AP Studio Art – 2D	Visual Arts				X
AP Art History	Visual Arts				X
Concert Choir	Vocal Music	X	X	X	X
Show Choir	Vocal Music				X
Visual Arts	Visual Arts	X	X	X	X

## PERFORMING AND VISUAL ARTS

Richlands High School		Beginning	Intermediate	Proficient	Advanced
Dance	Dance	X	X	X	X
Marching Band	Band				
Symphonic Band	Band		X	X	X
Guitar	Music	X	X		
Music Theory	Music	X	X		
Music Appreciation	Music	X	X		
Piano	Music	X			
Orchestra	Orchestra	X	X	X	X
Visual Arts	Visual Arts	X	X	X	X
Concert Choir	Vocal Music	X	X		
Girls Chorus	Vocal Music			X	X

Southwest High School		Beginning	Intermediate	Proficient	Advanced
Band	Band		X	X	X
Guitar	Music Specialization	X			
Music Appreciation	Music Specialization				
Orchestra	Orchestra	X	X	X	X
Visual Arts	Visual Arts	X	X	X	X
Vocal Music	Vocal Music	X	X	X	X

Swansboro High School		Beginning	Intermediate	Proficient	Advanced
Band	Band		X	X	X
Marching Band	Music Specialization	X			
Percussion Ensemble	Music Specialization	X			
Guitar	Music Specialization	X	X		
Piano	Music Specialization	X			
Music Theory	Music Specialization			X	
Theatre Arts	Theatre Arts	X	X	X	X
Visual Arts	Visual Arts	X	X	X	X
Ceramics	Visual Arts Specialization	X	X	X	X
Fine Crafts	Visual Arts Specialization	X	X		
Vocal Music	Vocal Music	X	X	X	X

White Oak High School		Beginning	Intermediate	Proficient	Advanced
Fall Concert Band	Band		X		
Freshman Band	Band		X		
Symphonic Band	Band			X	
Wind Ensemble	Band				X
Beginning Piano	Music Specialization	X			
Digital Music	Music Specialization		X		
Jazz Ensemble	Music Specialization	X			
Marching Band	Music Specialization	X			
Show Choir	Music Specialization			X	
Theatre Arts	Theatre Arts	X	X	X	X
Visual Arts	Visual Arts	X			
Drawing and Painting	Visual Arts Specialization		X	X	
Electronic Art	Visual Arts Specialization		X	X	
Fashion and Design	Visual Arts Specialization		X		
Fiber Art	Visual Arts Specialization		X		
Global/Folk Art	Visual Arts Specialization		X		

## PERFORMING AND VISUAL ARTS

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White Oak High School		Beginning	Intermediate	Proficient	Advanced
Sculpture and Ceramics	Visual Arts Specialization		X	X	
Chamber Choir	Vocal Music			X	X
Concert Choir	Vocal Music		X		
Freshman Choir	Vocal Music	X	X		
Vocal Music-Mixed Ensemble	Vocal Music	X	X		
Vocal Music-Belle Vocal Ensemble	Vocal Music			X	X

## HEALTH AND PHYSICAL EDUCATION

The Healthful Living Education program promotes behaviors that contribute to a healthy lifestyle and improved quality of life for all students. The Healthful Living Education portions of the Essential State Standards support and reinforce standards and objectives of its two major components – health education and physical education. Fit, healthy students who are present and alert in school have a head start on academic performance.

One credit in Health and Physical Education is required for graduation. Additionally, as part of the Future-Ready Core Course of Study, House Bill 837 G.S. 115c-81 requires that instruction in cardiopulmonary resuscitation (CPR) be included in the North Carolina Graduation Requirement of a Health and Physical Education credit for students entering ninth grade in 2011-2012 and later.

### HEALTH & PHYSICAL EDUCATION

**Course Code:** 60492X0C

**Fee (if applicable):** n/a

**Offered at:** All High Schools

**Grade(s):** 9,10,11,12

**Prerequisite:** None

Health and Physical Education is a required course offered during the freshman year. The Health Curriculum consists of life skills that will help students in coping with daily situations. These skills include: wellness, mental health, nutrition, relationships, family life, CPR, stress management, as well as the negative effects of tobacco, alcohol, and drug use. Physical Education Units are planned to enhance each of the four components of health related fitness; cardiovascular endurance, strength and muscular endurance, flexibility, and body composition. Units of individual and team sports will be included as well. Students will be given the opportunity to earn American Red Cross certifications in CPR/First Aid/AED. Furthermore, this class will prepare students for the successful completion of further certification in Certified Personal Trainer (CPT), and Certified Strength and Conditioning Specialist (CSCS) and will provide students with the knowledge for entrance into the college program of Athletic Trainer-Certified (ATC).

**ADVANCED PHYSICAL EDUCATION I** - 60292X0CA1

**ADVANCED PHYSICAL EDUCATION II** - 60292X0CA2

**ADVANCED PHYSICAL EDUCATION III** - 60292X0CA3

**ADVANCED PHYSICAL EDUCATION IV** - 60292X0CA4

**Course Code:** See Above

**Fee (if applicable):** n/a

**Offered at:** All High Schools

**Grade(s):** 9,10,11,12

**Prerequisite:** Health & Physical Education

This course is designed to allow the students an opportunity to gain a well-rounded physical education for life-long activities. The students are given an opportunity to participate in a variety of activities such as: basketball, softball, track, volleyball, soccer, flag football, weight training, physical conditioning, and tennis. Emphasis is placed on the refinement and improvement of skills in each sport.

### WEIGHT TRAINING

**Offered at:** All High Schools

**Fee (if applicable):** n/a

**Prerequisite:** Successful Completion of Health and Physical Education

**BOYS/SPRING-Grade: 9**

**Course Code:** 60292X0W1S

**BOYS/FALL-Grade: 10**

**Course Code:** 60292X0W2F

**BOYS/SPRING-Grade: 10**

**Course Code:** 60292X0W2S

**BOYS/FALL-Grade: 11**

**Course Code:** 60292X0W3F

**BOYS/SPRING-Grade: 11**

**Course Code:** 60292X0W3S

**BOYS/FALL-Grade: 12**

**Course Code:** 60292X0W4F

**BOYS/SPRING-Grade: 12**

**Course Code:** 60292X0W4S

**GIRLS/SPRING-Grade: 9**

**Course Code:** 60292X0W5S

**GIRLS/FALL-Grade: 10**

**Course Code:** 60292X0W6F

**GIRLS/SPRING-Grade: 10**

**Course Code:** 60292X0W6S

**GIRLS/FALL-Grade: 11**

**Course Code:** 60292X0W7F

**GIRLS/SPRING-Grade: 11**

**Course Code:** 60292X0W7S

**GIRLS/FALL-Grade: 12**

**Course Code:** 60292X0W8F

**GIRLS/SPRING-Grade: 12**

**Course Code:** 60292X0W8S

### PHYSICAL FITNESS I

**Course Code:** 60602X0C

**Fee (if applicable):** n/a

**Offered at:** SWHS

**Grade(s):** 10,11,12

**Prerequisite:** Health & Physical Education

This course emphasizes regular participation in a variety of enjoyable fitness activities that promote a healthy and wellness-oriented lifestyle. This is an individual health-related fitness course in which the students, through active participation, develop knowledge and skills to provide enjoyment in the areas of cardiovascular fitness, flexibility and muscular strength/endurance.

### SPORTS MEDICINE I

**Course Code:** 60632X0C

**Fee (if applicable):** n/a

**Offered at:** NHS, SBHS, WOHS

**Grade(s):** 10,11,12

**Prerequisite:** None

This course is for those who have 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 emergency procedures. The sports medicine students may also voluntarily work in a managerial status with the athletic teams. Students will be given the opportunity to earn American Red Cross certifications in CPR/First Aid/AED. Furthermore, this class will prepare students for the successful completion of further certification in Certified Personal Trainer (CPT), and Certified Strength and Conditioning Specialist (CSCS) and will provide students with

## HEALTH AND PHYSICAL EDUCATION

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the knowledge for entrance into the college program of Athletic Trainer-Certified (ATC).

### **SPORTS MEDICINE II**

**Course Code:** 60642X0C      **Fee (if applicable):** n/a  
**Offered at:** NHS, SBHS, WOHS      **Grade(s):** 11,12  
**Prerequisite:** Sports Medicine I  
**Recommendation:** Biology

This course is a continuation course for those students with a demonstrated proficiency or interest in sports medicine. This course is by teacher selection only. Each student may voluntarily work with an athletic team, for which they will have the responsibility of carrying out the fundamentals of sports medicine. All student athletic trainers will work under the guidance of the Athletic Trainer and the coach. The course will emphasize injury prevention, evaluation of injuries, and rehabilitation of injuries. There will also be a thorough review and further teaching in anatomy and physiology. Students will be given the opportunity to earn American Red Cross certifications in CPR/First Aid/AED. Furthermore, this class will prepare students for the successful completion of further certification in Certified Personal Trainer (CPT), and Certified Strength and Conditioning Specialist (CSCS) and will provide students with

the knowledge for entrance into the college program of Athletic Trainer-Certified (ATC).

### **SPORTS MEDICINE III-HONORS**

**Course Code:** 60655X0C      **Fee (if applicable):** n/a  
**Offered at:** WOHS      **Grade(s):** 11,12  
**Prerequisite:** Sports Medicine II

This course is a continuation course for those students with a demonstrated proficiency or interest in sports medicine. This course is by teacher selection only. Each student may voluntarily work with an athletic team, for which they will have the responsibility of carrying out the fundamentals of sports medicine. All student athletic trainers will work under the guidance of the Athletic Trainer and the coach. The course will emphasize injury prevention, evaluation of injuries, and rehabilitation of injuries. There will be an expansion in fields of biomechanics, physiology, sports psychology, sports management and nutrition. Advanced taping and bracing techniques will be taught. Students will be directly involved in the rehabilitation process. Select students will be provided internships at a Physical Therapy clinic. Students will be given the opportunity to earn American Red Cross certifications in CPR/First Aid/AED. Furthermore, this class will prepare students for the successful completion of further certification in Certified Personal Trainer (CPT), and Certified Strength and Conditioning Specialist (CSCS) and will provide students with the knowledge for entrance into the college program of Athletic Trainer-Certified (ATC).

### **TEAM SPORTS**

**Course Code:** 60292X0CTS      **Fee (if applicable):** n/a  
**Offered at:** All High Schools      **Grade(s):** 10,11,12  
**Prerequisite:** Health & Physical Education

This is a high level fitness class offered to students who wish to participate in athletics. The focus of the class will be improving sport specific skills and sports related fitness components such as: muscular strength and endurance, balance, coordination, speed, agility, and cardio respiratory endurance.

## WORLD LANGUAGES

In this ever-changing world, we have many diverse cultural and linguistic groups converging. The study of a world language becomes extremely important. The benefits of effective second language instruction focus on the role of the individual in a multilingual, global society. Students in World Language programs also tend to demonstrate greater cognitive development, creativity and divergent thinking. The learner will also develop insight into the nature of language and culture by comparing his/her own language and cultures to others.

For students following the Future-Ready Core Course of Study, World Languages is recommended as one of the concentration areas of focus. Although two levels of world languages are no longer a high school graduation requirement, they are part of the minimum requisite for admission to the UNC system and most colleges in the nation. ***The World Language elective offerings vary from school to school.***

Middle school students in Onslow County Schools may take world language courses that will count as a high school credit. Therefore, if a student successfully completes Level I of a world language course in middle school, he/she may register for Level II of that same world language at grade 9. To receive this credit, the student must have received a passing grade as the combined scores of the course grade and any world languages local assessment. While the courses will receive high school credit, the students' GPA will be computed with courses taken only during the high school years.

Students with prior experience with a world language may pursue placement testing to determine the proper course level. Students exploring this option are asked to contact their school counselor.

### SPANISH I

**Course Code:** 11412X0C

**Fee (if applicable):** n/a

**Offered at:** All High Schools

**Grade(s):** 9,10,11

**Prerequisite:** None

This course is an introduction to the study of the Spanish language and its culture. Students perform the most basic functions of the language and become familiar with some elements of its culture. 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. The content focuses on the students' lives and experiences, and includes an exposure to everyday customs and lifestyles. A general introduction to the culture, its products (e.g., literature, laws, foods, games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

### SPANISH II

**Course Code:** 11422X0C

**Fee (if applicable):** n/a

**Offered at:** All High Schools

**Grade(s):** 9,10,11,12

**Prerequisite:** Spanish Level I or have placed out of Level I due to previous language study and/or established proficiency.

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students will participate in short conversational situations by utilizing 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 through conversation and by composing related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple texts and developing a better understanding of the similarities and differences between cultures and languages. Students examine the influence of the beliefs and values on the target culture(s)

### SPANISH III - HONORS

**Course Code:** 11435X0C

**Fee (if applicable):** n/a

**Offered at:** All High Schools

**Grade(s):** 10,11,12

**Prerequisite:** Students enrolled in this course have either successfully completed the Level I and II courses or have placed out of Levels I and II due to previous language study and/or established proficiency.

Students receive additional opportunities to expand their listening, speaking, reading, and writing skills as they create with the language and access various materials (short literary texts, authentic materials, technical manuals and other media) on generally familiar topics. Students satisfy limited communication and social interaction demands, as well as initiate and maintain face-to-face communication. Through the use of various verb tenses, students will create, narrate, compose and describe culturally relevant topics in a series of sentences. Students continue to refine their knowledge and understanding of the target language/culture(s) and their own by examining the interrelationship cultures, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting.

### SPANISH IV - HONORS

**Course Code:** 11445X0C

**Fee (if applicable):** n/a

**Offered at:** All High Schools

**Grade(s):** 10,11,12

**Prerequisite:** Students enrolled in this course have successfully completed Level III or have placed out of Levels I-III due to previous language study and/or established proficiency.

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics with details in a variety of times. They satisfy routine social demands and meet most social requirements. Many different types of text (short stories, poetry, excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of



## WORLD LANGUAGES

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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 use the language inside and outside of the classroom setting.

### SPANISH III FOR HEALTHCARE CAREERS-HONORS

**Course Code:** 11435X0CHC      **Fee (if applicable):** n/a  
**Offered at:** SBHS      **Grade(s):** 11

**Prerequisite:** Spanish I and II

Students in this course have either successfully completed high school Level I and II courses or have placed out of Level I and II due to previous language study as well as be enrolled in the Health/Science Academy. This is an introductory course designed with the objective of exposing students, interested in the health care field, to the specialized language they will need when working with Spanish speakers. The course is organized in units under which students will be introduced to vocabulary and situations found in the health care environment. These situations will provide the opportunity to use the Spanish language in the setting of a variety of hospital procedures.

### AP SPANISH LANGUAGE AND CULTURE

**Course Code:** 1A097X0CAP      **Fee (if applicable):** n/a  
**Offered at:** NHS, SBHS      **Grade(s):** 11,12

**Prerequisite:** Spanish III

The AP Spanish Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the Spanish speaking world that is approximately equivalent to an upper-intermediate college or university Spanish course. It is expected that this course will be offered as the first step in the study of college-level Spanish after approximately three to five years of language study for classroom learners. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).

### MANDARIN CHINESE I

**Course Code:** 11212X0C      **Fee (if applicable):** n/a  
**Offered at:** WOHS      **Grade(s):** 9,10,11,12

**Prerequisite:** None

This course is an introduction to the study of the Mandarin Chinese language. Students perform the most basic functions of the language through the communication skills of listening and speaking, while learning to read and write standardized Chinese characters. Culture, geography, vocabulary and grammar studies are integrated into the course goals of communicating in Mandarin Chinese.

### MANDARIN CHINESE II

**Course Code:** 11222X0C      **Fee (if applicable):** n/a  
**Offered at:** WOHS      **Grade(s):** 9,10,11,12

**Prerequisite:** Students enrolled in this course have successfully completed the Level I course.

This course will provide students with opportunities to continue to develop their ability to communicate using Mandarin Chinese for listening and speaking, while improving their ability to read and write standardized Chinese characters. The integration of culture, geography, vocabulary and grammar for the purpose of communicating in Mandarin Chinese are studied in greater depth.

### MANDARIN CHINESE III - HONORS

**Course Code:** 11235X0C      **Fee (if applicable):** n/a  
**Offered at:** WOHS      **Grade(s):** 9,10,11,12

**Prerequisite:** Students enrolled in this course have successfully completed Level I and II courses.

This course will provide students with opportunities to expand their Mandarin Chinese listening and speaking abilities and reading and writing skills using standardized Chinese characters to a greater level of accuracy. Art, music, informational text, history and literature of the culture are presented. Classes are conducted primarily in Mandarin Chinese.

### MANDARIN CHINESE IV - HONORS

**Course Code:** 11245X0C      **Fee (if applicable):** n/a  
**Offered at:** WOHS      **Grade(s):** 9,10,11,12

**Prerequisite:** Students enrolled in this course have successfully completed Levels I-III.

This course will provide students with opportunities to develop advanced speaking and listening skills, a focus on reading, translating and the interpretation Chinese literature, and writing skills.

### FRENCH I

**Course Code:** 11012X0C      **Fee (if applicable):** n/a  
**Offered at:** SBHS      **Grade(s):** 9,10,11

**Prerequisite:** None

This course is an introduction to the study of the French language and its culture. Students perform the most basic functions of the language and become familiar with some elements of its culture. 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. The content focuses on the students' lives and experiences, and includes an exposure to everyday customs and lifestyles. A general introduction to the culture, its products (e.g., literature, laws, foods, games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

## WORLD LANGUAGES

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### FRENCH II

**Course Code:** 11022X0C

**Fee (if applicable):** n/a

**Offered at:** SBHS

**Grade(s):** 9,10,11,12

**Prerequisite:** Students enrolled in this course have either successfully completed a Level I course or have placed out of Level I due to previous language study and/or established proficiency.

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students will participate in short conversational situations by utilizing 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 through conversation and by composing related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple texts and developing a better understanding of the similarities and differences between cultures and languages. Students examine the influence of the beliefs and values on the target culture(s).

### FRENCH III - HONORS

**Course Code:** 11035X0C

**Fee (if applicable):** n/a

**Offered at:** SBHS

**Grade(s):** 10,11,12

**Prerequisite:** Students enrolled in this course have either successfully completed the Level I and II courses.

Students receive additional opportunities to expand their listening, speaking, reading, and writing skills as they create with the language and access various materials (short literary texts, authentic materials, technical manuals and other media) on generally familiar topics. Students satisfy limited communication and social interaction demands, as well as initiate and maintain face-to-face communication. Through the use of various verb tenses, students will create, narrate, compose and describe culturally relevant topics in a series of sentences. Students continue to refine their knowledge and understanding of the target language/culture(s) and their own by examining the interrelationship cultures, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting.

### FRENCH IV - HONORS

**Course Code:** 11045X0C

**Fee (if applicable):** n/a

**Offered at:** SBHS

**Grade(s):** 10,11,12

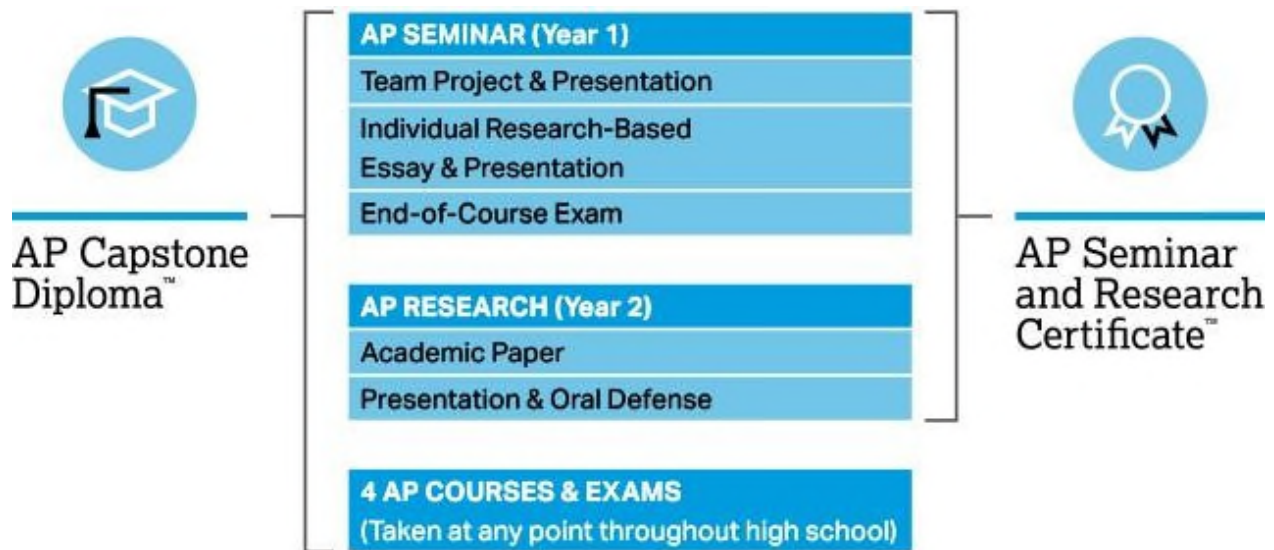
**Prerequisite:** Students enrolled in this course have successfully completed Levels I- III and/or established proficiency.

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics with details in a variety of times. They satisfy routine social demands and meet most social requirements. Many different types of text (short stories, poetry, excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for 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 use the language inside and outside of the classroom setting.

## ADVANCED PLACEMENT (AP) CAPSTONE ACADEMY

The Advanced Placement (AP) Capstone Academy is offered at both Northside High School and Richlands High School. The Program is designed to provide students an opportunity to apply critical thinking, collaborative problem solving, and research skills in a cross-curricular context. Students will engage in a rigorous academic experience combined with the support systems necessary for success.

The College Board’s AP Capstone Program is built on the foundation of a new, two-year high school course sequence – AP Seminar and AP Research – and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. The Capstone program will also expose students to performance tasks, research methodology, and multimedia communication. Successful completion of the Capstone program will culminate in the students’ ability to make cross-curricular connections and possess the skill sets to conduct college level research while working toward earning the AP Capstone Diploma or AP Capstone Certificate.



### SEMINAR- ADVANCED PLACEMENT

**Course Code:** 0A017X0CAP      **Fees:** n/a  
**Offered at:** NHS, RHS      **Grade(s):** 10, 11  
**Prerequisite:** None

In this yearlong course, students develop and strengthen analytic and inquiry skills, exploring two to four relevant issues chosen by the student and/or teacher. Using an inquiry framework, students practice reading and analyzing articles; research studies; foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to consider an issue from multiple perspectives, evaluate the strength of an argument, and make logical, fact-based decisions. Students question, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media.

### RESEARCH- ADVANCED PLACEMENT

**Course Code:** 0A007X0CAP      **Fees:** n/a  
**Offered at:** NHS, RHS      **Grade(s):** 12  
**Prerequisite:** AP Seminar

This course allows students to design, plan, and conduct a yearlong research-based investigation on a topic of individual interest, documenting their process with a portfolio. This allows students to demonstrate the ability to apply scholarly understanding to real-world problems and issues. Students further the skills developed in AP Seminar by learning how to understand research methodology, employ ethical research practices, and access, analyze, and synthesize information to build, present, and defend an argument.

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Diploma Program (DP) is a rigorous course of study, and the ideal IB student is an independent, motivated learner. A student with average ability, who is willing to work and has consistent and organized work habits, will succeed.

The DP is built around a curriculum containing six subject groups (Language, Second Language, Individuals and Societies, Experimental Sciences, Mathematics and Computer Science and the Arts) and a core of three parts (theory of knowledge, extended essay and creativity, action and service). "The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students for success at university and life beyond." (IBO)

In addition, IB Career-related Program (IBCP) allows students to specialize in, and focus on, a career-related pathway to higher education, further education, work or apprenticeships. The programme's three-part framework comprises the study of at least two Diploma Programme courses alongside career-related studies and the distinctive IBCP core which is designed to create a bridge that connects each student's chosen Diploma Programme courses and career-related studies. For IBCP students, Diploma Programme courses provide the theoretical underpinning and academic challenge; career-related studies further support the programme's academic strength and provide practical real-world approaches to learning; and the IBCP core helps them to develop skills and competencies required for lifelong learning.

IB courses, the IB Diploma Programme, and the IB Career-related Certificate Program are offered at Jacksonville High School. For more information about the IB Diploma Programme, please contact Amber Lumley, JHS IB Diploma Programme Coordinator at (910) 989-2048. For information about the IB Career-related Program, please contact Beth Bailey, JHS IBCP Coordinator at (910) 989-2048. For general IB questions, please contact Michael Elder in the Division of College and Career Readiness at (910) 455-2211 extension 20264.



### IB BIOLOGY (HL) A

**Course Code:** 3I018XOCAB      **Fee (if applicable):** \$5  
**Offered at:** JHS      **Grade(s):** 11,12  
**Prerequisite:** Honors Biology, Chemistry, Math III or higher

### IB BIOLOGY (HL) B

**Course Code:** 3I018XOCBB      **Fee (if applicable):** \$5  
**Offered at:** JHS      **Grade(s):** 12  
**Prerequisite:** Honors Biology, Chemistry, Math III or higher

Higher level International Baccalaureate Biology is a two-year course of study which emphasizes basic biochemistry, cell structure and function, genetic patterns of inheritance, plant form and function, evolution, ecology, animal physiology and the international nature of science. An interdisciplinary group project helps students realize that one discipline is not isolated from another and that scientists can work together on problems to discover solutions to a common goal. Requiring structured labs, research papers and experimental design projects emphasizes laboratory work. Instruction is student-centered with cooperative learning as well as teacher directed, thus offering the student a college-level biology experience. Students will sit for the higher level International Baccalaureate Biology exam in the spring of their senior year. The IB Internal Assessment for this course includes formal lab reports, informal lab notebook excerpts, and participation in the IB Group 4 Project.

### IB CHEMISTRY A (SL) PART A

**Course Code:** 3I028XOCAB      **Fee (if applicable):** \$5  
**Offered at:** JHS      **Grade(s):** 11,12  
**Prerequisite:** Application and acceptance into IB Program of Study.  
**Recommendation:** Honors Biology

### IB CHEMISTRY B (SL) PART B

**Course Code:** 3I028XOCBB      **Fee (if applicable):** \$5  
**Offered at:** JHS      **Grade(s):** 12  
**Prerequisite:** Application and acceptance into IB Program of Study.

International Baccalaureate Chemistry can be taken in the junior and senior year as a Standard Level (SL). It is designed to expand on the knowledge and experimental skills obtained in Chemistry and to prepare the student for further study of pure and applied sciences in higher education. It will also help the student to develop the ability to analyze scientific literature critically and to develop manipulative and experimental skills necessary to perform college level scientific investigations. Topics include Stoichiometry, Atomic Theory, Chemical Bonding, States of Matter, Carbon Chemistry, and the Periodic Table. Students will sit for the Standard Level International Baccalaureate Chemistry exam at the end of the course. The IB Internal Assessment for this course includes formal lab reports, informal lab notebook excerpts, and participation in the IB Group 4 Project.

## INTERNATIONAL BACCALAUREATE

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### IB DANCE (SL)

**Course Code:** 5I008XOCIB

**Fee (if applicable):** n/a

**Offered at:** JHS

**Grade(s):** 11,12

**Prerequisite:** None

The IB dance curriculum aims for a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance. Students are required to compose dances, and to analyze the process. Students will also explore, compare and contrast dances from different cultures and/or traditions through practical and theoretical investigation.

### IB HISTORY (HL) A

**Course Code:** 4I008XODAB

**Fee (if applicable):** n/a

**Offered at:** JHS

**Grade(s):** 11,12

**Prerequisite:** None

**Recommendation:** World History and American History: The Founding Principles, Civics and Economics or Civic Literacy

### IB HISTORY (HL) B

**Course Code:** 4I008XODBB

**Fee (if applicable):** n/a

**Offered at:** JHS

**Grade(s):** 12

**Prerequisite:** None

The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

### IB INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY (SL) A

**Course Code:** BI058XOCAB

**Fee (if applicable):** \$15

**Offered at:** JHS

**Grade(s):** 11,12

**Prerequisite:** None

### IB INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY (SL) B

**Course Code:** BI058XOCBB

**Fee (if applicable):** \$15

**Offered at:** JHS

**Grade(s):** 12

**Prerequisite:** None

ITGS is a rigorous study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts. This course requires college-level performance and work habits. This course will encompass two (2) full semesters. Internal assessments are required throughout the course and a final external exam is given at the end of the course.

### IB LANGUAGE A (ENGLISH) - LITERATURE (HL) A

**Course Code:** 1I038XOCAB

**Fee (if applicable):** n/a

**Offered at:** JHS

**Grade(s):** 12

**Prerequisite:** Application and acceptance into IB Program of Study.

**Recommendation:** English II Honors or English III Honors

### IB LANGUAGE A (ENGLISH) - LITERATURE (HL) B

**Course Code:** 1I038XOCBB

**Fee (if applicable):** n/a

**Offered at:** JHS

**Grade(s):** 12

**Prerequisite:** None

This two-year course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. Through the study of a wide range of literature, this course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. HL students will study at least 13 works of which at least five must be written originally in the language studied, at least four must be works in translation, and four can be chosen freely. Written and oral assignments are graded both internally and externally by the International Baccalaureate Organization.

### IB HISTORY (SL)

**Course Code:** 4I008XODA

**Fee (if applicable):** n/a

**Offered at:** JHS

**Grade(s):** 11, 12

**Prerequisite:** None

**Recommendation:** World History & American History: the Founding Principles, Civics and Economics or Civic Literacy  
The IB Diploma Programme standard level history course aims to promote an understanding of history as a discipline, including the nature and diversity of sources, methods and interpretations. Students are encouraged to comprehend the present by reflecting critically on the past. They are further expected to understand historical developments at national, regional and international levels and learn about their own historical identity through the study of the historical experiences of different cultures.

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### IB LANGUAGE B – SPANISH (SL) A

**Course Code:** 1I158XOCAB      **Fee (if applicable):** n/a  
**Offered at:** JHS      **Grade(s):** 11,12

### IB LANGUAGE B - SPANISH (SL) B

**Course Code:** 1I158XOCBB      **Fee (if applicable):** n/a  
**Offered at:** JHS      **Grade(s):** 12

**Prerequisite:** None

Prior to these courses, students have successfully completed high school Level I-III. Students enrolled in these IB courses, will develop international mindedness through the study of the target language, culture, and ideas and issues of global significance while increasing their competency in understanding, speaking, reading, and writing in the target the language. The courses will enable students to communicate in the language in a range of contexts and for a variety of purposes. Discussions, conversations and study of the culture will be enhanced by the readings of selected, short stories, essays, drama, poetry, newspapers, and magazines. The courses will provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills. The development of listening, speaking, reading, and writing skills continues through questions, discussion, and oral and written presentations. The target language is used exclusively as the vehicle for communication. By the end of the courses, students will have the required skills to successfully pass the IB examinations.

### IB MATHEMATICS: ANALYSIS AND APPROACHES SL

**Course Code:** 2I068XOCAB      **Fee (if applicable):** n/a  
**Offered at:** JHS      **Grade(s):** 11,12

### IB MATHEMATICS: ANALYSIS AND APPROACHES SL

**Course Code:** 2I068XOCBB      **Fee (if applicable):** n/a  
**Offered at:** JHS      **Grade(s):** 11,12

**Prerequisite:** Application and acceptance into IB Programme of Study

**Recommendation:** Pre-Calculus

This course teaches analytic methods with an emphasis on calculus--appropriate for pure mathematical studies, engineers, scientists, economists, those with an interest in analytic methods. This course is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, physical sciences, or some engineering courses.

### IB MATHEMATICS: Analysis and Approaches (SL) A

**Course Code:** 2I028XOCIB      **Fee (if applicable):** n/a  
**Offered at:** JHS      **Grade(s):** 11,12

**Prerequisite:** Application and acceptance into IB Programme of Study

**Recommendation:** None

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL

and HL, and proof by induction at HL. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

### IB MATHEMATICS: Analysis and Approaches (SL) B

**Course Code:** 2I038XOCIB      **Fee (if applicable):** n/a  
**Offered at:** JHS      **Grade(s):** 12

**Prerequisite:** None

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

### IB MUSIC A (SL)

**Course Code:** 5I048XOCAB      **Fee (if applicable):** n/a  
**Offered at:** JHS      **Grade(s):** 11,12

### IB MUSIC B (SL)

**Course Code:** 5I048XOCBB      **Fee (if applicable):** n/a  
**Offered at:** JHS      **Grade(s):** 12

**Prerequisite:** None

This course will help students to develop their knowledge and potential as musicians, both personally and in their work with others. IB Diploma Programme music students study musical perception and actively listen to music from many different countries, cultures and time periods. Students develop their aural perception and understanding of music by learning about form, notation systems, musical terminology and context. Students will become informed, reflective and critical practitioners in the arts, understand the dynamic and changing nature of the arts, and explore and value the diversity of the arts across time, place and cultures. Students will express their knowledge of music by writing about music, and through creating and performing music.

### IB PERSONAL AND PROFESSIONAL SKILLS A

**Course Code:** 0I008XOCAB      **Fee (if applicable):** n/a  
**Offered at:** JHS      **Grade(s):** 11,12

### IB PERSONAL AND PROFESSIONAL SKILLS B

**Course Code:** 0I008XOCBB      **Fee (if applicable):** n/a  
**Offered at:** JHS      **Grade(s):** 12

**Prerequisite:** Application and acceptance into the IB Career-Related Certificate Programme

This course challenges International Baccalaureate Career-related Programme (IBCP) students in the following five themes: thinking processes, intercultural understanding, effective communication, applied ethics and personal development. The focus of the PPS course is studying what we know in a specified career and technical field of knowledge and how we know it. Students are led to make connections among their classroom and non-classroom knowledge and experience,

## INTERNATIONAL BACCALAUREATE

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and they examine the ethics, value judgments, and belief systems of the various disciplines. Through the PPS course, students will develop good intellectual habits; practical problem-solving skills; ethical, creative and lateral thinking skills; thinking critically about the ethical dimensions of situations; self-awareness; individual strengths and limitations; intercultural awareness through increasing their understanding of cultural characteristics and differences; communication skills through refinement of their oral and written communication skills; personal and interpersonal skills of management and organization for the workplace and beyond; the skills of reflection and critical thinking in personal, social and professional situations; and an understanding that many questions, issues or problems do not always have simple right or wrong answers.

### **IB PHYSICS (SL) A**

**Course Code:** 3I048XOCAB

**Fee (if applicable):** \$5

**Offered at:** JHS

**Grade(s):** 11

**Prerequisite:** Pre-Calc is recommended to take prior to or in conjunction with Physics A.

### **IB PHYSICS (SL) B**

**Course Code:** 3I048XOCBB

**Fee (if applicable):** \$5

**Offered at:** JHS

**Grade(s):** 12

**Prerequisite:** None

Standard Level International Baccalaureate Physics is a two-year course of study, which emphasizes the two basic scientific domains of knowledge and activity within the framework of understanding natural physical phenomena. An interdisciplinary group project helps students realize that all scientific disciplines share the common goal of understanding how the world works and that scientists can work together on problems to discover solutions to a common goal. Laboratory work is emphasized and requires structured labs, research papers and experimental projects. Instruction is student-centered with cooperative learning as well as teacher direction, thus offering the student a college-level physics experience. Students will sit for the Standard Level International Baccalaureate Physics exam at the end of the course. The IB Internal Assessment for this course includes formal lab reports, informal lab notebook excerpts, and participation in the IB Group 4 Project.

### **IB THEORY OF KNOWLEDGE**

**Course Code:** 0I018XOCIB

**Fee (if applicable):** n/a

**Offered at:** JHS

**Grade(s):** 11,12

**Prerequisite:** None

A unifying element in the Diploma Program centered on student reflection and questioning, the Theory of Knowledge course encourages critical thinking about knowledge itself to help young people make sense of what they encounter. This year-long course examines the philosophical framework of each academic discipline while reflecting critically and logically on ideas originating in the other courses. One essay of 1200-1600 words, numerous shorter length written papers, and oral presentations are required.

### **IB VISUAL ARTS**

**Course Code:** 5I088XOCIB

**Fee (if applicable):** n/a

**Offered at:** JHS

**Grade(s):** 11,12

**Prerequisite:** None

The IB visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. Students' individual abilities to be creative and imaginative and to communicate in artistic form will be developed and extended through the theoretical and practical content of the visual arts course. The visual arts course provides a relevant learning opportunity for a diverse range of students as it lays an appropriate foundation for further study in visual arts, performing arts and other related subjects. In addition, by instilling discipline and refining creative communication and collaborative skills, it offers a valuable course of study for students who may wish to pursue a career or further education studies in areas unconnected to the arts.

## MISCELLANEOUS

### AFJROTC I-AVIATION HISTORY

**Course Code:** 95012X0C    **Fee (if applicable):** \$20

**Offered at:** NHS    **Grade(s):** 9,10,11

**Prerequisite:** Must be able to participate in physical fitness program

This is the introductory course to AFJROTC Aerospace Science and Leadership Education. Students develop skills and self-discipline through class instruction, hands-on activities, and military drill. Academic instruction covers the history of aviation, leadership education, and healthful living. The aviation history course focuses on the development of flight throughout the centuries. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Throughout the course, there are readings, videos, hands-on activities, and in-text and student workbook exercises to guide in the reinforcement of the materials. Communication skills, problem solving, human relations, and logical thinking are a strong part of this course. Cadets are required to participate in physical education training and activities; including fitness training, personal fitness, and individual and team sport skills. All cadets are required to participate in at least one Saturday community service activity.

### AFJROTC II-SCIENCE OF FLIGHT

**Course Code:** 95022X0C    **Fee (if applicable):** \$20

**Offered at:** NHS    **Grade(s):** 10,11,12 (Seniors must take JROTC III second semester)

**Prerequisite:** AFJROTC I and approval of instructor.

This course is a continuation in the study of Aerospace Science and Leadership Education. Academic emphasis is on the aerospace environment, human requirements of flight, and the principles of flight and navigation. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Leadership emphasis is on understanding individual and group behavior, improving communication skills, and the introduction to leadership theories. Cadets continue to improve their drill skills and participate in physical training one day each week. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects. The course also offers a wide variety of voluntary after-school activities, including a competitive drill team, cadet clubs and community service projects. Cadets can attend week-long summer leadership camps after completing the course. Cadets are required to participate in physical education training and activities; including fitness testing, personal fitness, team sports, aerobics, and outdoor education skills. All cadets are required to participate in at least one Saturday community service activity.

### AFJROTC III-HONORS-GLOBAL CULTURAL STUDIES

**Course Code:** 95035X0C    **Fee (if applicable):** \$20

**Offered at:** NHS    **Grade(s):** 11,12

**Prerequisite:** AFJROTC I, II and approval of instructor.

This course is a continuation in the study of Aerospace Science and Leadership Education. Aerospace academics will focus on space such as the space environment, exploring space, and manned and unmanned spaceflight. Academic emphasis will begin a multidisciplinary course titled Global and Cultural Studies that introduces students to various regions of the world from a geographic, historical and cultural perspective. The course provides increased international awareness and insight into foreign affairs that permits a more educated understanding of other cultures and enhanced knowledge of America's interests and role in the world. Leadership emphasis is on life skills such as career planning, managing others, stress management, financial management, citizenship, and ethics. Third year cadets put leadership skills learned in AFJROTC I and II into practice by holding leadership roles in the corps of cadets. The honors portion of this course introduces hands-on leadership using the AFJROTC organization as a leadership laboratory. Cadets will be required to plan and execute one flight or squadron-level activity. Advanced reading assignments, writing assignments, practical actions, and analysis are requirements for this course. As third year cadet leaders, students learn to analyze and determine the factors contributing to success and failure as they plan and execute projects and activities. All cadets are required to participate in at least one Saturday community service activity.

### AFJROTC IV-HONORS-PRINCIPLES OF MANAGEMENT

**Course Code:** 95045X0C    **Fee (if applicable):** \$20

**Offered at:** NHS    **Grade(s):** 12

**Prerequisite:** AFJROTC I, II, III and approval of instructor.

This is the advanced course of Aerospace Science and Leadership Education for students, subjects cover the basic elements of survival, principles of management, and preparation for life after high school. The fourth-year cadets apply leadership using AFJROTC organization as a basis for practical actions and analysis. Throughout the year, cadets manage all aspects of cadet corps activities. This hands-on experience affords senior cadets the opportunity to put theories into practice in communication, decision-making, personal interaction, managing, and organizing. At the honors level, cadets apply leadership skills using the AFJROTC organization as a leadership laboratory. Cadets will be required to complete an Honors Senior Project. Cadets will also be required to plan and execute one flight or squadron-level activity. Advanced reading assignments, writing assignments, practical actions, and analysis are requirements for this course. A variety of leadership and management styles, personalities, and traits are studied. Cadet corps leaders in the honors class are expected to be active in after-school preparation for corps projects and extracurricular activities, such as the corps competitive drill team. Numerous major group projects are required to fulfill the product requirements of this course. All cadets are required to participate in at least one Saturday community service activity.



## MISCELLANEOUS

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### AFJROTC V-HONORS-LEADERSHIP

**Course Code:** 95055X0C      **Fee (if applicable):** \$20

**Offered at:** NHS      **Grade(s):** 12

**Prerequisite:** AFJROTC I, II, III, IV and approval of instructor.

This course is offered to cadets who have achieved the top 10% of fitness and academic standards throughout their ROTC career. This course is a further practical application of Leadership Education for students, enabling senior-level cadets to directly mentor underclass cadets and assist in planning squadron events. Academic emphasis will continue the multidisciplinary course titled Global and Cultural Studies that introduces students to various regions of the world from a geographic, historical and cultural perspective. The course provides increased international awareness and insight into foreign affairs that permits a more educated understanding of other cultures and enhanced knowledge of America's interests and role in the world. Cadets will be required to plan and execute one flight or squadron-level activity. Advanced reading assignments, writing assignments, practical actions, analyses, and effective communication skills are requirements for this course. Cadet corps leaders in the honors class are expected to actively participate in after-school preparation for corps projects and extracurricular activities, such as the corps competitive drill team, Raider team, Adopt-A-Highway, etc. Numerous major group projects are required to fulfill the product requirements of this course. All cadets are required to participate in at least one Saturday community service activity.

### AFJROTC VI-HONORS-MENTORING AND FACILITATION

**Course Code:** 95065X0C      **Fee (if applicable):** \$20

**Offered at:** NSH      **Grade(s):** 12

**Prerequisite:** AFJROTC I, II, III, IV, V and approval of instructor.

This course is offered to cadets who have achieved the top 10% of fitness and academic standards throughout their ROTC career. This course is a practical application of Leadership Education for students, enabling senior-level cadet to facilitate leadership/mentorship of cadets in AFJROTC I, II, III, and IV. This course is designed to enhance student character and professional development. Academic emphasis will continue the multidisciplinary course titled Global and Cultural Studies that introduces students to various regions of the world from a geographic, historical and cultural perspective. The course provides increased international awareness and insight into foreign affairs that permits a more educated understanding of other cultures and enhanced knowledge of America's interests and role in the world. Cadets will be required to facilitate the planning

### AVID

**Course Code:**      **Fee (if applicable):** n/a

9th-96102X01VS      **Grade(s):** 9,10,11,12

10th-96102X02VS

11th-96102X03VS

12th-96102X04VS

**Offered at:** All High Schools

**Prerequisite:** Students new to AVID must complete an application/interview process and be accepted into the AVID program in the spring of each school year. Please contact the school of interest to set up an appointment.

This course/program is designed to prepare students for college success. Students will be taught the WICOR curriculum (Writing, Inquiry, Collaboration, Organization and Reading) as well as the Cornell note-taking method. Special attention will be given to writing skills to prepare students for college application essays. The students will be required to keep and maintain a binder with materials from all their classes. Tutors will be available to assist students with work from all their classes. Motivational guest speakers and field trips will also be utilized. Upon completion of the school year, the students will turn in a portfolio, highlighting their accomplishments and evidence of their schoolwork.

### ACT PREP

**Course Code:** 96072X0C      **Fee (if applicable):** n/a

**Offered at:** NHS      **Grade(s):** 11

**Prerequisite:** None

ACT Prep is designed to ensure students are fully prepared for the ACT. Through face-to-face instruction, online materials and training in Sylvan speed reading, students are provided the best ACT prep opportunity available. In addition, SylvanTestPrep.com features engaging, expert and personalized instruction, available 24/7 for a full year through on-demand videos and interactive lessons. Instructors will teach an array of test taking strategies to handle every ACT question type. Teachers will review appropriate academic concepts in the areas of grammar, writing skills, vocabulary enrichment, reading comprehension, arithmetic, Algebra, Geometry, trigonometry, interpretation of graphs and tables, and scientific analysis. Each student will receive diagnostic score reports based on their practice ACT performances. Parents will have access to a parent portal which allows them to view their student's progress and test scores.

### SAT PREP

**Course Code:** 96022X0C      **Fee (if applicable):** n/a

**Offered at:** WOHS      **Grade(s):** 11,12

**Prerequisite:** Successful completion of English I and II

**Recommendation:** Completion of Geometry and intent to attend a college or university that requires the SAT for admission.

This course is intended for college-bound juniors and seniors. This course focuses on strategies needed to be successful on the SAT and is designed to improve overall performance in PSAT/SAT scores. Students can further develop reading skills and mathematical problem solving. Practice tests will be administered throughout the semester for building test-taking skills.

**TEACHER CADET I- HONORS****Course Code:** 96045X0C**Fee (if applicable):** n/a**Offered at:** DHS, RHS, WOHS**Grade(s):** 11**Prerequisite:** Teacher Cadet Application

The North Carolina Teacher Cadet Program is an innovative, activity-based curriculum designed for high school juniors and seniors who are interested in pursuing a career in the field of education. It is an honors program that details many components of the educational environment and involves students in content, application, observations and teaching in preschool, elementary, middle, and high school. The curriculum is divided into five units of study: the learner, the teacher and training, human growth and development, special education, field experience, and the school. Students learn about different personality types, learning styles, and physical, social and moral development. Field studies, portfolios, journals, and projects are required. Students are required to travel to school sites for observations and field experience. Students may be required to provide their own transportation

**TEACHER CADET II-HONORS****Course Code:** 96065X0C**Fee (if applicable):** n/a**Offered at:** RHS, WOHS**Grade(s):** 11,12**Prerequisite:** Teacher Cadet I and completed application

Students will spend a majority of the course outside of the classroom. The field experiences are the strongest component of the Teacher Cadet Program. It is the students' first glimpse at education "from the other side of the desk," and allows them to discover the joy of teaching first-hand. The purpose of the field experience is to help students formulate an image of what it is like to be a teacher and to implement the knowledge and teaching strategies they acquired in Teacher Cadet I. Field studies, portfolios, journals, and projects are required. Students are required to travel to school sites for observations and field experience. Students may be required to provide their own transportation.

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## CROSS AND CONTROLLED ENROLLMENT

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Realizing that not all students share the same interests and career goals or learn in the same fashion, our schools developed programs to meet the diverse needs of our students. Some of these academic programs are not available at all Onslow County high schools. In order to make as many opportunities available to our students as possible, two different types of enrollment processes exist to help students find the courses they are seeking, while allowing them to participate at their home school if possible or at another school if necessary.

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### CROSS ENROLLMENT

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When a student finds an interest in coursework that is not available at their home school but may be offered at a nearby school, they may choose to participate in **CROSS ENROLLMENT** with that school. *That means they would remain a member of the student body at their current school, while taking the desired class at the other campus. They would travel to the other school for that class period and then return to their home school for the remainder of the day, if applicable.* In some cases, the student may finish their school day at the other school and would begin their day the following day at their home school. In this fashion, the student could have the experience of the course they desired while still remaining a member of their home school. The acceptance at the other school rests entirely with the principal of that school, the availability of room in the course, and finally the timing of the scheduling between the two schools. Any students interested in taking a course through Cross Enrollment need to contact their current principal.

- Transportation will not be provided for students who are accepted into a specialized program at another school, and Onslow County Schools will not assume liability for student drivers commuting to specialized programs.
- Students who are accepted into a specialized program at another school must complete the entire semester before returning to their home school at that time.
- If the student wants to take another course at the second school, they must go through the same process to determine if the scheduling and availability requirements are still in place for the second semester or following school year.

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### SPECIALIZED PROGRAMS

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Each Onslow County high school has a variety of SPECIALIZED PROGRAMS specific to the needs and interests of the school and the community. Typically, these programs are developed after the school has received input from their stakeholders which include students, parents, local business owners and other community members. These specialized programs would provide course opportunities that may or not be available at other high schools, but the idea would be to group students with similar interests in courses together, when possible, to allow for career exploration.

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***Specialized Programs are typically not considered as Controlled Enrollment opportunities due to the nature of the courses being taught at many high schools. These opportunities would be ideal for Cross Enrollment, to allow a student to get the desired courses but to remain on their home campus for the rest of the day.***

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The following list includes the specialized academic programs available at the listed school.

#### **Academy of Culinary Arts, Education and Sports (ACES)**

##### **JHS**

The Academy of Culinary Arts, Education, and Sports is a smaller learning community for students interested in careers in the food industry, education and/or sports. The Foods program prepares students who are interested in all aspects of the food service industry, from serving food to creating their own culinary masterpieces. The Education program focuses on working with children of all ages, from the daycare setting all the way through teaching in the upper levels. The Sports program is for students who are interested in pursuing a career in any field related to sports, recreation, or even sports marketing.

#### **Arts Academy**

##### **WOHS**

The Arts Academy introduces students to careers in the area of visual arts, performing arts and theatrical arts. Students will be grouped with other students with a similar interest in career related to the arts education. Courses are set up to help the student learn about his/her specific career interest. A very specific arts concentration course of study will be developed for each student upon acceptance.

## CROSS AND CONTROLLED ENROLLMENT

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### **Creative and Performing Arts Academy (CAPAA)**

#### ***JHS***

The Creative and Performing Arts Academy will serve those students interested in pursuing careers where the study of dance, journalism, music, theatre art and visual art will assist in college preparation. Students will be expected to follow a rigorous course structure beginning preferably in the 9th grade year.

### **Health and Health Sciences Academy (HAHSA) Sports Medicine/Athletic Trainer**

#### ***WOHS***

The HAHSA will expose students to avocations they can explore dealing with sports, exercise, medicine, marketing and the human body. Students will be provided opportunities to hone their physical potential while learning the scientific methodology and relevance of their activities. Students will also be given opportunities to earn American Red Cross certification in CPR/First Aid/AED. Furthermore, this academy will prepare students for the successful completion of further certifications in Certified Personal Trainer (CPT) and Certified Strength and Conditioning Specialist (CSCS). It will also, provide students with the knowledge for entrance into the college program of Athletic Trainer-Certified (ATC).

### **Health Sciences Academy**

#### ***JHS, SBHS***

The Health Sciences Academy is a small learning community for students interested in a field such as medicine, dentistry, veterinary medicine, radiologic technology or nursing. The Health Sciences Academy will help develop healthcare professionals for an industry short on workers through a four-year high school curriculum that provides courses of study for students who plan to pursue health-related careers. Students will have the opportunity to gain real-life experiences through participation in off-campus student medical internships and shadowing.

### **Humanities Academy**

#### ***WOHS***

The Humanities Academy is dedicated to developing informed and active citizens and to prepare them for careers in law enforcement, public service, education, journalism, international studies and family and consumer science. This academy will provide the necessary knowledge, skills and credentials for students' success in post-secondary studies. We also strive to provide a structure that will create successful and productive citizens in the 21st century.

### **Public Safety Academy**

#### ***SWHS***

The objective of this academy is to train and prepare our students for a career in Emergency Services. This academy's approach is to offer, two career options in Emergency Services. We will offer the students a choice in Fire protection (firefighter) or a career as a pre-hospital provider at the EMT-basic level. The academy will recruit for this program from the middle schools that feed into Southwest High school as well as offering this program for student who wish to travel to Southwest to attend this program.

### **Science, Trades, Engineering & Math Academy**

#### ***SBHS***

This academy is a small learning academy for students interested in careers that require a strong foundation in math and science such as engineering or construction trades. The academy also serves students interested in architecture, drafting, interior design, and scientific visualization.

### **Technology Academy**

#### ***WOHS***

The Technology Academy will prepare students to effectively communicate, apply scientific principles and mathematical knowledge to give them the opportunity to develop critical thinking and technical skills to be successful in today's 21st Century global economy. Students will be able to choose from a wide variety of majors to prepare them for future math and science-related careers, as well as focusing on the practical application of mathematical and scientific principles as they relate to agriculture, construction and engineering.

**CROSS AND CONTROLLED ENROLLMENT**

**ONSLOW COUNTY SCHOOLS SPECIALIZED PROGRAMS**

Eligible for Specialized Program	School(S)	Eligible for	
		Cross Enrollment	Controlled Enrollment
Academy of Culinary Arts, Education and Sports (ACES)	JHS	X	
Advanced/Applied Technologies Initiative***	NHS		X
AP Capstone***	NSH		X
AP Capstone***	RHS		X
Air Force Junior Reserve Officer Training Corps (AFJROTC)*	NHS		X
Agriscience Academy***	RHS		X
Arts Academy	WOHS	X	
Audio/Visual (AV) & Communication Technologies Academy	SBHS		X
Creative and Performing Arts Academy (CAPAA)	JHS	X	
Engineering Academy***	RHS		X
Engineering Major	WOHS		X
Health and Health Sciences Academy (HAHSA)	WOHS	X	
Health Sciences Academy	JHS	X	
Health Sciences Academy	SBHS	X	
Humanities Academy	WOHS	X	
International Baccalaureate Career-related Programme**	JHS		X
International Baccalaureate Diploma Programme**	JHS		X
Public Safety Academy	SWHS	X	X
Science, Trades, Engineering & Math Academy	SBHS	X	
Sports Medicine/Physical Trainer Major	WOHS		X
Technology Academy	WOHS	X	

\*AFJROTC at Northside High School requires enrollment in courses beginning in freshman year.

\*\*IB Diploma and Career-related Programmes open to Controlled Enrollment only for students seeking a full IB Diploma.

\*\*\*Students may apply for Controlled Enrollment to these initiatives beginning in freshman year.

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## CROSS AND CONTROLLED ENROLLMENT

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### CONTROLLED ENROLLMENT

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A second choice for enrolling in a course not found at a students' home school would be **CONTROLLED ENROLLMENT**. *When a student successfully completes the necessary paperwork for the Controlled Enrollment application, as well as any required paperwork and interview from the second school, and is accepted into the specialized program and the parents accept the placement, the student may become a member of the second school for the remainder of the school year.* They must be enrolled in the courses associated with the specialized program for the duration of the time they are at the second school. Additionally, students will have to meet requirements unique to each specialized program.

- Transportation will not be provided for students who are accepted into a specialized program at another school, and Onslow County Schools will not assume liability for student drivers commuting to specialized programs.
- Students who are accepted into a specialized program at another school must complete the entire school year before applying to return to their home school.
- Students who are accepted into a specialized program at another school and fail to meet the expectations of the program will return to their home school at the end of the school year.

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The following **Controlled Enrollment** programs are the **only** options available for students beginning in their **9<sup>th</sup> grade year**.

- **Advanced/Applied Technologies Initiative – Northside High School** – Students with a desire to learn advanced STEM programs should apply for this opportunity. Once accepted, students will experience a wide variety of STEM coursework while in the Advanced/Applied Technologies initiative. Biotechnology, Materials Sciences, Robotics and Automated Systems, Aerodynamics, Environmental Technology, Digital Electronics and Communication Technology are a small sampling of the topics students will complete. SolidWorks (3D modeling) Associate certification will be awarded upon successful completion of courses as well. In the senior year, students will have advanced opportunities which may include advanced aeronautics, CNC machine programming and remotely piloted vehicle exploration. Entrepreneurship, Project Management and Career Exploration will also be part of the project planning. The Production Outcome for this initiative will be Advanced Robotic Programming and Advanced Multi-media Production leading to television programming for the OCS high schools. The development of cross-curricular integration will be a key factor in the overall initiative design. A scope and sequence document that will outline proposed cross-curricular integration will be available during registration.
- **Agriscience Academy - Richlands High School** -The Richlands Agriscience Academy provides students with the knowledge and skills necessary for further education and employment in the diverse field of agriculture and life sciences while developing their potential for premier leadership, personal growth and career success. All students enrolled in the RHS Agriscience Academy will take the general pathway which includes Sustainable Agriculture and Advanced Studies. In addition, students would choose between the Horticulture Pathway or the Animal Science Pathway. Possible certifications through our program may include: Certified Plant Professional, Pork Quality Assurance, Beef Quality Assurance. Students will have the opportunity to complete a comprehensive experiential learning activity and hone their leadership skills through participation in the National FFA Organization.
- **Air Force Junior Reserve Officer Training Corps (AFJROTC) – Northside High School** - The AFJROTC program educates and trains high school cadets in citizenship, promotes community service, instills responsibility, character, and self-discipline, and provides instruction in air and space fundamentals. The program is grounded in the Air Force core values of integrity first, service before self, and excellence in all we do. The curriculum emphasizes the Air Force heritage and traditions, the development of flight, applied flight sciences, military aerospace policies, and space exploration.
  - **Requires enrollment in AFJROTC courses beginning in freshman year.**
  - Maintain military appearance requirements (standard military hair style, uniform specified by instructor, etc.)
- **AP Capstone – Northside High School and Richlands High School** –

The Advanced Placement (AP) Capstone program offered at Northside and Richlands High Schools is a challenging college level program with high standards of assessment. It equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges world-wide. The program cultivates curious, self-motivated, intelligent scholars and prepares them to make logical, evidence based decisions. Other benefits to students include:

  - The fostering of research, argumentation, and communication skills at the core of college readiness and lifelong learning
  - The opportunity to build on the knowledge and rigorous coursework of Advanced Placement in an interdisciplinary format
  - The opportunity to show prospective colleges that they have challenged themselves academically and also illustrate their passion for learning and potential for academic success

Students must take six AP courses in order to participate in the AP Capstone program. Two basic, required courses are AP Seminar and AP Research. These basic courses are taken over a two year period with AP Seminar taken the first year and AP Research taken

## CROSS AND CONTROLLED ENROLLMENT

the second year. Students can select any other four AP courses, which may be taken at any time throughout their high school career. The additional Northside High AP courses from which to choose include: English Language and Composition, English Literature and Composition, Statistics, Calculus AB, Calculus BC, Biology, Chemistry, Environmental Science, United States History, World History, Psychology, Computer Science, Art History, 2 D Studio Art, Music Theory, and any new AP classes that may be added in the future. Richlands High currently offers: English Language and Composition, English Literature and Composition, Statistics, Calculus AB, Calculus BC, Computer Science A, Environmental Science, US History, Psychology, Government and Politics, and NCVPS courses. Participants who earn AP exam scores of 3 or higher in AP Seminar and AP Research and on any other four AP exams they take will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP exams will receive an AP Seminar and Research Certificate. No program costs are currently incurred by students. In past years, students who take AP exams have been afforded the opportunity to do so at no cost through the utilization of state provided funding.

- **Engineering Academy – Richlands High School** - The Engineering Academy is a structured program that is designed to provide students with an advanced and rigorous curriculum in science, math and technology that will prepare them for further study and careers in engineering. The curriculum will serve as excellent preparation for the study of advanced pre-engineering college mathematics and sciences.
- **International Baccalaureate Diploma Programme – Jacksonville High School** - The International Baccalaureate (IB) Diploma Programme is a rigorous two-year course of study in the junior and senior year leading to an International Diploma from Geneva, Switzerland. The IB Diploma is recognized by the world's leading universities. The curriculum creates an international mindedness that results in an increased global awareness for the students in and out of the classroom. Preparation for the IB Programme must begin during the freshmen year. All prospective students for IB courses must complete the application process.
  - Students considering participation in the International Baccalaureate Diploma Programme **must** complete English I Honors, English II Honors, Biology Honors, Chemistry Honors, AP Environmental or Earth and Environmental Honors, World History Honors, Math I, Math II, Math III, and 3rd Level of Foreign Language (Spanish) by the end of the sophomore year.
  - **The IB Programme is available as an option for students beginning in 9<sup>th</sup> grade.**
- **International Baccalaureate Career-related Programme - Jacksonville High School** - The International Baccalaureate Career-related Programme (IBCP) is a framework of international education that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education. The programme leads to further/higher education, apprenticeships or employment.
  - CP students undertake a minimum of two IB Diploma Programme courses (2 levels of each course), a core consisting of four components: Personal and Professional Skills Class (2 levels), Reflective Project, Service Learning Project, Language Development and a career-related study in either Health Sciences or Business (minimum of 4 courses with one being a completer course). **This course work should be completed during the students junior and senior years of high school.**
  - For CP students, DP courses provide the theoretical underpinning and academic rigor of the programme; the career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning.
  - **The IB Career-related Programme is available as an option for students beginning in 9<sup>th</sup> grade.**

The following list includes other programs available for **Controlled Enrollment**. **Unless otherwise noted, students will be considered for Controlled Enrollment in these programs for their 10<sup>th</sup> and 11<sup>th</sup> grade years.** Students enrolled for either of those years will be considered for their 12<sup>th</sup> grade year. **No students will be considered for Controlled Enrollment for only their 12<sup>th</sup> grade year.**

### Jacksonville High School

- **Health Science Academy** - The Health Sciences Academy is a small learning community for students interested in a field such as medicine, dentistry, veterinary medicine, radiologic technology or nursing. The Health Sciences Academy will help develop healthcare professionals for an industry short on workers through a four-year high school curriculum that provides courses of study for students who plan to pursue health-related careers. Students will have the opportunity to gain real-life experiences through participation in off-campus student medical internships and shadowing.

### Southwest High School

- **Public Safety Academy**- The objective of this academy is to train and prepare our students for a career in Emergency Services. This academy's approach is to offer, two career options in Emergency Services. We will offer the students a choice in Fire protection (firefighter) or a career as a pre-hospital provider at the EMT-basic level. The academy will recruit for this program from the middle schools that feed into Southwest High school as well as offering this program for student who wish to travel to Southwest to attend this program.

## CROSS AND CONTROLLED ENROLLMENT

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### Swansboro High School

- **Audio/Visual (AV) & Communication Technologies Academy** - The AV & Communication Technologies Academy provides a small learning community for creative students interested in visual, digital media including audio and video production. Students will be enrolled in several Adobe Academy courses which will lead to certification when completed.
- **Health Sciences Academy** - The Health Sciences Academy is a small learning community for students interested in a field such as medicine, dentistry, veterinary medicine, radiologic technology or nursing. The Health Sciences Academy will help develop healthcare professionals for an industry short on workers through a four-year high school curriculum that provides courses of study for students who plan to pursue health-related careers. Students will have the opportunity to gain real-life experiences through participation in off-campus student medical internships and shadowing.

### White Oak High School

- **Engineering Major (part of the Technology Academy)** - The Technology Academy will prepare students to effectively communicate, apply scientific principles and mathematical knowledge to give them the opportunity to develop critical thinking and technical skills to be successful in today's 21st Century global economy. Students will be able to choose from a wide variety of majors to prepare them for future math and science-related careers, as well as focusing on the practical application of mathematical and scientific principles as they relate to engineering.
- **Sports Medicine/Physical Trainer Major (part of Health and Health Sciences Academy)** - The Sports Medicine/Physical Trainer Academy will expose students to vocations they can explore dealing with sports, exercise, medicine, marketing and the human body. Students will be provided opportunities to hone their physical potential while learning the scientific methodology and relevance of their activities. Students will also be given opportunities to earn American Red Cross certification in CPR/First Aid/AED. Furthermore, this academy will prepare students for the successful completion of further certifications in Certified Personal Trainer (CPT) and Certified Strength and Conditioning Specialist (CSCS). It will also, provide students with the knowledge for entrance into the college program of Athletic Trainer-Certified (ATC).

## CONTROLLED ENROLLMENT APPLICATION DIRECTIONS

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**All assignments will be for a full academic year.** Students can change assignments during the school year **only** if they move out of their current attendance area or meet hardship requirements. Hardship cases will be heard by the school principal and the superintendent's designee.

1. Students will meet with the Controlled Enrollment counselor at their home school.
2. Students must complete the Controlled Enrollment application as well as the required paperwork from the Controlled Enrollment school that will be considered for acceptance in the desired program.
3. Completed Controlled Enrollment application must be returned to the Student Services Office at the Onslow County Central Office.
4. These documents will be forwarded to the Controlled Enrollment school for consideration.
5. After the receiving school determines whether the student will be accepted into the Controlled Enrollment program, the paperwork will be returned to the Student Services Office.
6. If accepted, a contract will be sent to the parents for final acceptance of the student placement.
7. A letter outlining the outcome of the applications and the contract will be mailed to both schools and the parent.
8. Once all paperwork is completed and all conditions have been met, the student will be assigned to the Controlled Enrollment school for the following school year.
9. Transportation will not be provided outside of the assigned home school attendance area. Parents must provide timely transportation to and from school each day if no exception for transportation has been made. *(Failure to provide timely transportation may result in student transfer to their home school)*
10. **If space is available**, siblings who also make application will be assigned to the same school if older sibling is selected.
11. Selection will be based on space available. Students will be assigned their choice to the fullest extent possible. If your choice is not available, the student will be assigned to his/her home school. All Onslow County students will have an opportunity to participate in controlled enrollment process with assignment based on availability, facilities, and consideration of special needs.
12. Any student whose choice is to remain at their assigned home district school will **not** need to complete an application.



**ONslow COUNTY SCHOOL SYSTEM  
 CONTROLLED ENROLLMENT INTENT FORM  
 2020-2021**

Intent Forms are due on or before **Friday, April 3, 2020**

**This form should be completed by all current controlled enrollment students in any specialized program at any high school.**

(Student Last Name)	(Student First Name)	(Middle)
(Student ID #)	(Date of Birth – Month/Day/Year)	(Grade Level in 2019-2020)
(Parent/Legal Guardian Name)		(Relationship to Child)
(Address)	(City)	(State) (Zip)
(Home Phone Number)	(Work Phone Number)	(Cell Number)
(Home District School)	(Controlled Enrollment School)	(Controlled Enrollment Academy/Program Title)

I understand that by signing this intent form that my child will continue to be eligible for enrollment in the above listed Controlled Enrollment program. I understand that I will be responsible for transportation to and from the Controlled Enrollment school and that my child must remain enrolled in the program for the entire academic year. I understand that my child must be making satisfactory progress in the above listed academy/program.

(Student Signature)	(Date)
(Parent Signature)	(Date)

**For School Use Only**

- Student is making satisfactory progress in the above listed academy/program.
- Student is not making satisfactory progress in the above listed academy/program.
- Approved
- Not Approved

Reason:

(Principal/Designee Signature)	(Date)
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**For Central Office Use Only**

Your child has been assigned to the academy/program listed above.

(Student Services Director Signature)	(Date)
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**ONslow COUNTY SCHOOL SYSTEM  
CONTROLLED ENROLLMENT APPLICATION  
2020-2021**

Applications will not be accepted after **Friday, May 1, 2020**

(Student Last Name) (Student First Name) (Middle) (Grade Level in 2019-2020)

(Student ID #) (Date of Birth – Month/Day/Year)

(Parent/Legal Guardian Name) (Relationship to Child)

(Parent/Legal Guardian Address) (City) (State) (Zip)

(Mailing Address – if different from above)

(Home Phone Number) (Work Phone Number) (Cell Number)

(Home District School)

(School Attended in 2019-2020)

- JHS – Health Science Academy
- JHS – International Baccalaureate Diploma Programme\*
- JHS – International Baccalaureate Career-related Certificate Programme\*
- NHS – Air Force Junior ROTC\*
- NHS – Advanced/Applied Technology\*
- NSH- AP Capstone
- RHS- AP Capstone
- RHS – Engineering Academy\*
- RHS- Agriscience Academy\*
- SBHS – Audio/Visual & Communication Academy
- SBHS – Health Sciences Academy
- SWHS- Public Safety Academy
- WOHS – Engineering Major
- WOHS – Sports Medicine/Physical Trainer Major

*\*Available for application beginning in 9<sup>th</sup> grade; \*\*Available for application beginning in 11<sup>th</sup> grade; All others are available for application beginning in 10<sup>th</sup> grade*

1. (Controlled Enrollment School) (Requested Specialized Program)

2. (Controlled Enrollment School) (Requested Specialized Program)

Check the box below **if applicable**: Each **new** applicant must submit a separate application.

- This applicant has a sibling also applying to this controlled enrollment program for the 2020-2021 school year. Sibling acceptance will be based on available space at the receiving school. List sibling information below.

(Student Last Name) (Student First Name) (Middle) (Grade Level in 2019-2020)

(Student ID #) (Date of Birth – Month/Day/Year)

I have read the Onslow County High School Course Selection Guide and understand the process for selection into a Controlled Enrollment Program, that I will be responsible for transportation both to and from the Controlled Enrollment school and that my child must remain enrolled in the program for the entire academic year.

(Parent/Legal Guardian Signature) (Date)

### DRIVER'S LICENSE AND ACADEMIC PROGRESS

Access the most current information on the [Onslow County Schools Driver's Education website](#)

#### Who Is Affected By The Driving Eligibility Certificate Legislation?

Under [NCGS 20-11\(n\)](#), this legislation is directed to all North Carolina students under the age of 18 who are eligible for a driving permit or license. This includes public school, federal school, charter school, home school, private school, and community college students.

#### Who Is Not Affected By This Legislation?

Students who have attained a high school diploma, a G.E.D., or an adult high school diploma as issued by a community college are not affected by this legislation. In addition, students who received a driving permit or license prior to the Graduated Driver's License program (before 12/1/97) are not affected.

#### What Is A Driving Eligibility Certificate (DEC)?

A Driving Eligibility Certificate (DEC) is a printed document that is issued by the school principal and/or the principal's designee. The Driving Eligibility Certificate certifies that the student is currently enrolled in school and has demonstrated adequate academic progress toward graduation.

#### Who Issues Driving Eligibility Certificates?

The principal and/or the Driving Eligibility Certificate (DEC) Representative is responsible for signing and issuing a Driving Eligibility Certificate. A DEC is needed when a student plans to apply for a driving permit or license.

#### Does This Meet The Family Education Right To Privacy Act (FERPA)?

Yes. The current DEC requires parents, guardians, or emancipated juveniles to provide their written irrevocable consent for a school to disclose to the Division of Motor Vehicles when a student no longer meets the conditions under G.S. 20-11. A Driving Eligibility Certificate cannot be issued without the parent's written consent.

#### Who Is Not Eligible To Receive A Driving Eligibility Certificate?

Students who are not making adequate academic progress or have dropped out of school. According to [NCGS20-11\(n1\)](#), some students are ineligible to receive a Driving Eligibility Certificate. Students expelled, suspended or placed in an alternative educational setting for more than ten (10) consecutive days for possessing or selling alcohol, illegal or controlled substances on school property; bringing, possessing or using a weapon or firearm on school property, pursuant to [NCGS 115C-391 \(d1\)](#); or assaulting any school personnel on school property are ineligible.

#### What Are The Requirements For A Driving Eligibility Certificate?

The Driving Eligibility Certificate will be issued only if the student has demonstrated adequate academic progress in the prior semester and has not dropped out of school. Students must not be in violation of [NCGS 20-11\(n1\)](#) as described in the above statement. Students who do not meet these requirements will not be issued a Driving Eligibility Certificate.

#### What If A Student Has Already Been Issued A Driver's Permit Or License?

The Division of Motor Vehicles will be notified to revoke the driving privileges of students who are not making adequate academic progress or have dropped out of school. This notification of DMV will take place after the parents have been given written notification of the pending action. In addition, DMV will be notified to revoke of driving privileges of students expelled, suspended or placed in an alternative educational setting for more than ten (10) consecutive days for possessing or selling alcohol, illegal or controlled substances on school property; bringing, possessing or using a weapon or firearm on school property, pursuant to [NCGS 115C-391 \(d1\)](#); or assaulting any school personnel on school property.

#### What Is Adequate Progress?

A student must have passing grades in 70% or more of his or her classes. The 70% relates to passing 3 of 4 courses during the semester. Any semester course load of less than 4 courses will require passing 100% (all) the courses during the semester. Adequate academic progress will be evaluated at the midpoint of the school year (first semester grades) and at the end of the school year.

#### Are There Hardship Rules?

Yes, principals and/or DEC Representatives will be able to issue Driving Eligibility Certificates to students based on hardship. Students must have already been issued a driver's permit/license in order to request a hardship. Cases of hardship must reflect specific circumstances that are beyond the control of the student, his or her parents, or the school. In all cases of hardship, documented proof must be submitted. The specific hardship circumstances are divided into three categories:

## DRIVER'S LICENSE AND ATHLETIC INFORMATION

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### Hardship Guidelines

#### 1. Medical Considerations

- a. Student – Documented proof must be submitted to the school from a doctor (on letterhead) citing reasons why the student missed school, dates of illness, etc.
- b. Parent – Documented proof must be submitted to the school as to the parent's medical illness or impairment. Evidence must demonstrate the absolute necessity of the student to have a driver's license.

#### 2. Work-related Considerations

- a. Student must demonstrate that he/she required transportation to/from a job that is necessary to the family's financial welfare and is unable by any other means to do so.
- b. There should be documented proof that the student is working and that the student's earnings go directly to support the basic needs of the family. In addition, there must be proof that the student is unable by any other means to get to and from work.

#### 3. Exceptional Children Considerations

- a. A DEC can be issued to a student when it has been determined that the student is unable to make progress toward obtaining a diploma/certificate. This ruling is not intended to apply to exceptional students who have the ability to obtain a high school diploma.
  - b. Input from the IEP Committee and other sources should help guide in the decision.
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## 2020-2021 NC HIGH SCHOOL ATHLETIC ASSOCIATION (NCHSAA)

*Eligibility Summary, Rules, and Regulations - May be updated prior to the beginning of each school year at the discretion of the NCHSAA*

### AGE

Student may not participate if he/she becomes 19 years of age on or before August 31, 2020.

### ATTENDANCE

Students will forfeit athletic eligibility when unlawful/unexcused absences, out-of-school suspensions, or any combination of unlawful/unexcused absences and out-of-school suspensions during the previous semester exceed ten (10) days. No process will exist to request a waiver of unexcused/unlawful absences or out-of-school suspensions.

Attendance is regulated by local LEA policy in terms of length of day required to be counted in attendance.

### ACADEMICS

Must pass a minimum load of course work the previous semester to be eligible at any time during the semester. Courses must be approved for credit, i.e., Audited courses would not count. Minimum load is defined as three (3) courses on the "block" schedule. This applies to all student athletes, including seniors. If the school is on an a/b form of "block" scheduling, a student must pass six (6) of eight (8) courses during what would traditionally be defined as a semester. No work previously passed by a student may be submitted as part of a minimum load. Summer school work used to make up part of the minimum load must be applied to the most recent semester. Credit for summer school work is the determination of the local unit. A student not eligible at the beginning of the semester is not eligible at any time during the semester.

Students MUST take & pass a minimum of 3 courses during the first semester in order to be eligible to compete in athletics during the 2nd semester. This includes seniors who may only need 4 courses to graduate.

**Exception:** A student who receives an incomplete which causes him/her to fail to meet minimum scholastic requirements is ineligible until the course is satisfactorily completed. Eligibility is restored immediately.

### ENROLLMENT/RESIDENCE

Student must be a regularly enrolled member of the school's student body. Student must participate at the school to which he/she is assigned by the local board of education. School assignment is based on the residence of the parent or legal custodian (court ordered custody, **not** guardian) within the administrative unit. Student must live with the parents or legal custodian. A "**legal custodian**" is a person or agency awarded legal, court-ordered custody of a child. If no custody order has been entered by a court, the residence shall be deemed to be that of **the parent with whom the student begins the school year's first semester**. A student may not have two residences for eligibility purposes.

## DRIVER'S LICENSE AND ATHLETIC INFORMATION

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### In order for a change of residence to be bona fide, at least the following facts must exist:

1. The original residence must be abandoned as a residence; that is sold, rented or disposed of as a residence and must not be used as residence by any member of the family.
2. The entire family must make the change and take with them the household goods and furniture appropriate to the circumstances.
3. The change must be made with intent that the move is permanent.

### NCHSAA TRANSFER POLICY

After initial entry into the ninth grade, and absent a bona fide move as provided in the Residence section of the NCHSAA Handbook:

- a) A student transferring from one-member school to another member school within the same LEA must sit out 2 consecutive semesters, or 365 days, whichever is less, for athletic participation. The LEA may create criteria for immediate athletic eligibility for transfers within the LEA.
- b) A student transferring from one-member school in one LEA to another member school in a different LEA must sit out 2 consecutive semesters, or 365 days, whichever is less, for athletic participation. Exceptions for immediate athletic eligibility for transfers from one LEA to a different LEA will be heard by a special NCHSAA transfer committee.

*Transfers within the same administrative unit are governed by the local board of education. A student transferred from one administrative unit to another by mutual agreement, is immediately eligible for athletic participation in the receiving unit, if eligible in all other respects.*

Student must be properly enrolled at the member school no later than the 15th day of the present semester and must be in regular attendance at that school. No student may participate at a second school in the same sport in the same sport season except in the event of a bona fide change of residence of the parent(s) or legal custodian. Change of schools must be contemporaneous with change of residence.

### MEDICAL REQUIREMENTS

Student must receive a medical examination once every 365 days by a duly licensed physician, nurse practitioner, or physician's assistant. Students absent from athletic practice for five (5) or more days due to illness or injury shall receive a medical release by a physician licensed to practice medicine before re-admittance to practice or contests. No student may be eligible to participate at the high school level for a period lasting longer than eight (8) consecutive semesters, beginning with the student's first entry into ninth grade or participation on a high school team, whichever occurs first.

### NCHSAA REGULATIONS

Falsification of information in terms of eligibility will result in the student athlete(s) being declared ineligible for a period of 365 days from the point of notification by the NCHSAA.

No student may participate at the high school level for more than four (4) seasons in a sport (one season per year), i.e. A student could not play fall women's soccer in one state and then play NCHSAA women's soccer in the spring. A student must not be convicted of a felony in this or any other state or be adjudicated as a delinquent for an offense that would be a felony if committed by an adult in this or any other state. A student may not play, practice or be on the roster in any capacity (manager, for example) if ineligible. This does not apply to summer workouts, but the student should be enrolled in school. A student may not dress for a game or scrimmage when he/she is not eligible to participate in the game. If serving an "ejection", student may be in the bench area but may not be in uniform. To maintain amateur status, a student must not accept money or awards having utilitarian value (golf balls, clubs, tennis rackets, etc.) For participation in athletics, a student must not have signed a professional contract or played on a junior college/community college team.

### SCHOOL REQUIREMENTS

Each coach must sign off on the eligibility summary form that is signed by the principal and athletic director. A mandatory parent/guardian meeting must be held to have the parent sign the parental permission form to acknowledge eligibility, the [Gfeller-Waller Concussion Awareness Act](#) (Session Law 2011-147, House Bill 792) and sportsmanship policies/expectations have been reviewed.

### HOME SCHOOL DUAL ENROLLMENT FOR ATHLETICS

1. A home school student is eligible to become dual enrolled and participate in athletics at the high school level in Onslow County Schools only if their domicile is located within the administrative boundaries of Onslow County Schools. Home school students can become dual enrolled and participate in athletics only within the LEA that their unit of residence is located.
2. Home school students must enroll in Onslow County Schools following the enrollment and assignment procedures/policies established by the Onslow County Board of Education (Policy 3102). Additionally, home school students must submit/complete or adhere to the following:
  - a. Must present a home school card from the Division of Non-Public Education for the previous and current years as well as a transcript, attendance record, and record of immunizations.
  - b. Must submit proof that the student has been enrolled in a registered home school for 365 days prior to being eligible to participate in athletics in an Onslow County School.
  - c. Prior to the first date of practice the student must provide a nationally standardized achievement test, taken within the last year, which indicates the overall grade level proficiency of the student. If the grade level indicated by the test is below the grade level for

## **DRIVER'S LICENSE AND ATHLETIC INFORMATION**

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the year it was taken (determined by ninth grade entry date) then the student is ineligible for the current semester.

d. Must participate in a class schedule within an Onslow County School that is at least one half of the assigned school's instructional day.

e. Must take a minimum of two home school classes each semester that have been preapproved by student's assigned Onslow County School in order to maintain athletic eligibility after the initial semester. Dual enrolled students must continue to meet NCHSAA academic standards of attaining a minimum of three academic credits each semester and must meet Onslow County School's promotion standards at the end of each academic year.

f. To maintain athletic eligibility the dual enrolled student must pass all Onslow County School's classes that he/she is enrolled in.

g. Once dual enrolled and deemed eligible to participate in athletics at an Onslow County School, the student must maintain continuous dual enrollment. Failure to maintain continuous dual enrollment would render the student ineligible at all NCHSAA member schools for 365 days.

h. Home school students must notify in writing the Principal or Principal's designee of their intent to try out for an athletic team at least ten days prior to the first practice date of the sport season they wish to participate in. Eligibility would be pending for this athlete until the enrollment process is verified complete and the athlete has been determined to be eligible. A student who does not meet this ten day requirement is ineligible for that sport season.

- Fall Sports Start Date- August 1, 2020
- Winter Sports Start Date- October 30, 2020
- Spring Sports Start Date- February 15, 2021

i. Dual enrolled students must meet all other applicable NCHSAA rules and Onslow County athletic policies/rules to be eligible for athletic participation at an Onslow County School (e.g. – Age of Player, Eight Semester Rule, Medical Examination, Proof of Residence, Felony Policy, etc.).

j. A dual enrolled student in an Onslow County School that transitions to and becomes a fully enrolled student will then be governed by NCHSAA rules regarding fully enrolled students.

### **FELONY POLICY**

Any student who (1) is convicted of a crime classified as a felony under North Carolina or federal law; or (2) is adjudicated delinquent for an offense that would be a felony if committed by an adult, is not eligible to participate in the North Carolina High School Athletic Association sports program. (a) Such ineligibility shall be immediate and shall prohibit participation in the NCHSAA sports program from the date of conviction or adjudication of delinquency through the end of the student's high school career. (b) Appellate or other post-conviction review of the conviction or adjudication of delinquency does not affect the student's immediate ineligibility. (c) "Convicted" and "conviction," for the purpose of this policy, includes the entry of: (1) A plea of guilty; or (2) A plea of no contest, nolo contendere, or the equivalent; or (3) A verdict or finding of guilty by a jury, judge, magistrate, or other duly constituted, established, and recognized adjudicating body, tribunal, or official, either civilian or military. (4) A person is "convicted" or "adjudicated delinquent" for the purposes of this policy, in North Carolina state courts, the courts of the United States, another state, the armed services of the United States, or another country.

Onslow County Schools Athletic policy further states that: Any student with pending felony charges will not be allowed to participate in any athletic contests until the case is adjudicated or charges are dropped. Furthermore, a student who is actively participating on a school team and has any pending criminal charges (other than minor traffic tickets) filed against him/her will not be allowed to participate in any contests until the case is adjudicated. The head coach, in consultation with the school's administration, will determine if the student can remain on the team while awaiting adjudication of the case. It is the responsibility of any student who has any pending criminal charges (other than minor traffic tickets), or is on probation, or is in the deferred prosecution program, to notify his/her coach of the violations and any subsequent disciplinary action stemming from those legal proceedings.



*Onslow Career and  
College Promise Program*

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**APPLICATION  
PACKET**

**Summer 2020 - Fall 2020 - Spring 2021**



## *The Program:*

In accordance with Session Law 2011-145 Appropriations Act of 2011, Onslow County Schools and Coastal Carolina Community College (Coastal) established the Career and College Promise Program (CCP). CCP provides opportunities for eligible high school juniors and seniors to take college courses to accelerate completion of college certificates, diplomas, and Associate degrees that may lead to college transfer and/or careers.

**The Cost:** Approved students pay no tuition; however, students are required to purchase textbooks.

## *Criteria:*

- a) Be a high school junior or senior.
- b) Have permission from parents, high school counselor, and principal.

Meet academic criteria:

1. Have a 2.8 unweighted GPA or higher on high school courses **OR**
2. Demonstrate college readiness in English, reading, and mathematics on one of the approved assessments **OR**
3. For Technology-Business- Public Safety Pathways **only**, have the recommendation of the high school principal with a rationale to waive the GPA/assessment score requirements.

## **Approved Assessments:**

	<b>RISE</b> (EFFECTIVE 5/18/20)	<b>NC DAP</b> (ENDS 6/30/19)	<b>SAT</b>	<b>PSAT</b>	<b>PRE ACT OR ACT</b>
English & Reading	75 Tier 1 & 2	151	480	English 26 & Reading 26	English 18 & Reading 22
Mathematics	75 Tiers 1, 2, & 3	7 on each DMA 010-060	530	24.5	22

## *Admissions Policy and Information:*

Attendance at Coastal requires the student to abide by all rules and regulations as set forth by both the high school and the College. The requested information on this application is used for institutional and statistical purposes and is held in strict confidence. This application is for CCP purposes and not for admission to Coastal. It is the policy not to discriminate against any US citizen on the basis of race, color, handicap, sex, religion, age, or national origin in the recruitment and admission of student.

- As a general rule, high school students are limited to two college courses (7 semester hours credit) per semester.
- Students who complete two college semesters with a cumulative college GPA of 3.0 or higher may request, in writing, to take up to 11 credits. See your college liaison for further details.
- CCP students must be at least 16 years of age and must be making appropriate progress toward graduation.
- Courses with asterisks require the course in parenthesis to be completed and passed before enrolling.
- Students are encouraged to verify program requirements at future institutions to ensure successful transfer.
- Returning students may not change pathways without written permission; see your college liaison.
- Students in the College Transfer pathways must fulfill requirements of the selected pathway before being eligible to enroll in additional courses (check the boxes).
- Students in Onslow County Schools will receive AP weighted high school credit for completion of college courses.
- To remain eligible for continued enrollment, a student must complete a new application each semester documenting a 2.8 unweighted high school GPA and maintain a 2.0 GPA on college coursework after completing two courses.



## *College Transfer Pathway - Associate of Arts*

DIRECTIONS	COURSES	CREDITS	CHECK BOX WHEN COMPLETED
Required	ENG 111 Writing and Inquiry	College 3 / HS 1	<input type="checkbox"/>
	ENG 112 Writing/Research in the Disciplines*(ENG 111)	College 3 / HS 1	<input type="checkbox"/>
Pick one (1)	ENG 231 American Literature I* (ENG 112) ENG 232 American Literature II* (ENG 112) ENG 241 British Literature I* (ENG 112) ENG 242 British Literature II* (ENG 112)	College 3 / HS 1 College 3 / HS 1 College 3 / HS 1 College 3 / HS 1	<input type="checkbox"/>
Pick two (2) One may be another literature course from above	ART 111 Art Appreciation ART 114 Art History Survey I ART 115 Art History Survey II COM 120 Interpersonal Communication COM 231 Public Speaking DRA 111 Theatre Appreciation MUS 110 Music Appreciation MUS 112 Introduction to Jazz PHI 215 Philosophical Issues* (ENG 111) PHI 240 Introduction to Ethics* (ENG 111)	College 3 / HS 1 College 3 / HS 1 College 3 / HS 1 College 3 / HS 1 College 3 / HS 1 College 3 / HS 1 College 3 / HS 1 College 3 / HS 1 College 3 / HS 1 College 3 / HS 1	<input type="checkbox"/>     <input type="checkbox"/>
Pick three (3) from at least two (2) different discipline areas	HIS 111 World Civilizations I HIS 112 World Civilization II HIS 131 American History I HIS 132 American History II ECO 251 Principles of Microeconomics ECO 252 Principles of Macroeconomics POL 120 American Government PSY 150 General Psychology SOC 210 Introduction to Sociology	College 3 / HS 1 College 3 / HS 1 College 3 / HS 1 College 3 / HS 1 College 3 / HS 1 College 3 / HS 1 College 3 / HS 1 College 3 / HS 1 College 3 / HS 1	<input type="checkbox"/>     <input type="checkbox"/>  <input type="checkbox"/>
Pick one (1)	MAT 143 Quantitative Literacy MAT 171 Precalculus Algebra & Lab	College 3 / HS 1 College 4 / HS 1	<input type="checkbox"/>
Pick one (1)	BIO 110C/110L Principles of Biology & Lab BIO 111C/111L General Biology & Lab CHM 151C/151L General Chemistry I & Lab*(MAT 171) GEL 111C/111L Introduction to Geology & Lab PHY 110C/110L Conceptual Physics & Lab	College 4 / HS 1 College 4 / HS 1 College 4 / HS 1 College 4 / HS 1 College 4 / HS 1	<input type="checkbox"/>
Required	ACA 122 College Transfer Success	College 1 / HS 0	<input type="checkbox"/>

**\*OPTIONAL GENERAL EDUCATION HOURS (0-8 semester hours credit)**

A student may take up to 8 semester hours credit of foreign language courses and accompanying labs, in a single language, designated as General Education in the CAA as a part of this pathway. These courses are not a part of the Universal General Education Transfer Component. Students who complete these courses with a grade of "C" or better will receive transfer credit. The receiving university will determine whether the courses will count as general education, pre-major, or elective credit.



## *Technology - Business - Public Safety Pathways*

To ensure access to all Technology - Business - Public Safety Pathway courses, it is recommended that students request counselor and parent permission to take online classes (See application for signatures).

### **Accounting Technician Certificate (C25800APC)**

DIRECTIONS	COURSES	CREDITS	CHECK BOX WHEN COMPLETED
Fall Semester	ACC 120 Principles of Financial Accounting**	College 4 / HS 1	<input type="checkbox"/>
Fall Semester	CIS 110 Introduction to Computers**	College 3 / HS 1	<input type="checkbox"/>
Spring Semester	ACC 140 Payroll Accounting* (ACC120)	College 2 / HS 0	<input type="checkbox"/>
Spring Semester	ACC 180 Practices in Bookkeeping* (ACC 120)	College 3 / HS 1	<input type="checkbox"/>

### **Cyber Security Foundation Certificate (C25590SPC)**

DIRECTIONS	COURSES	CREDITS	CHECK BOX WHEN COMPLETED
Fall Semester	CTI 120 Network & Security Foundations	College 3 / HS 1	<input type="checkbox"/>
Fall Semester	CTS 115 Information Systems Business Concepts**	College 3 / HS 1	<input type="checkbox"/>
Spring Semester	SEC 110 Security Concepts	College 3 / HS 1	<input type="checkbox"/>
Fall Semester (second year)	CCT 121 Computer Crime Investigation* (CTS115)	College 4 / HS 1	<input type="checkbox"/>

### **Disaster Management Certificate (C55460PC) (All courses are online)**

DIRECTIONS	COURSES	CREDITS	CHECK BOX WHEN COMPLETED
Fall Semester	EPT 130 Mitigation & Preparedness	College 3 / HS 1	<input type="checkbox"/>
Fall Semester	EPT 140 Emergency Management	College 3 / HS 1	<input type="checkbox"/>
Spring Semester	EPT 150 Incident Management	College 3 / HS 1	<input type="checkbox"/>
Spring Semester	EPT 210 Response & Recovery	College 3 / HS 1	<input type="checkbox"/>

### **Finance Certificate (C25800FPC)**

DIRECTIONS	COURSES	CREDITS	CHECK BOX WHEN COMPLETED
Fall Semester	ACC 120 Principles of Financial Accounting**	College 4 / HS 1	<input type="checkbox"/>
Fall Semester	CIS 110 Introduction to Computers**	College 3 / HS 1	<input type="checkbox"/>
Spring Semester	BUS 225 Business Finance	College 3 / HS 1	<input type="checkbox"/>
Spring Semester	ACC 180 Practices in Bookkeeping* (ACC 120)	College 3 / HS 1	<input type="checkbox"/>

### **Fire Safety & Prevention Certificate (C55240PC) (All courses are online)**

DIRECTIONS	COURSES	CREDITS	CHECK BOX WHEN COMPLETED
Fall Semester	FIP 120 Introduction to Fire Protection	College 3 / HS 1	<input type="checkbox"/>
Fall Semester	FIP 124 Fire Protection & Public Education	College 3 / HS 1	<input type="checkbox"/>
Spring Semester	FIP 132 Building Construction	College 3 / HS 1	<input type="checkbox"/>
Spring Semester	FIP 162 Firefighter Safety & Wellness***	College 3 / HS 1	<input type="checkbox"/>

### Forensic Science Certificate (C5518CPC)

DIRECTIONS	COURSES	CREDITS	CHECK BOX WHEN COMPLETED
Fall Semester	CJC 111 Introduction to Criminal Justice**	College 3 / HS 1	<input type="checkbox"/>
Fall Semester	CJC 244 Footwear & Tire Imprint	College 3 / HS 1	<input type="checkbox"/>
Fall Semester	ACA 111 College Student Success	College 1 / HS 0	<input type="checkbox"/>
Spring Semester	CJC 112 Criminology	College 3 / HS 1	<input type="checkbox"/>
Spring Semester	CJC 114 Investigative Photography	College 2 / HS 0	<input type="checkbox"/>

*CJC 112 has been endorsed by UNCW to transfer as their CRM/SOC 255 Criminology course.*

### Law Office Technician Certificate (C25380PC)

DIRECTIONS	COURSES	CREDITS	CHECK BOX WHEN COMPLETED
Fall Semester	LEX 120 Legal Research & Writing I	College 3 / HS 1	<input type="checkbox"/>
Fall Semester	LEX 140 Civil Litigation I	College 3 / HS 1	<input type="checkbox"/>
Spring Semester	LEX 141 Civil Litigation II* (LEX 140)	College 3 / HS 1	<input type="checkbox"/>
Spring Semester	LEX 270 Law Office Management/Technology	College 2 / HS 0	<input type="checkbox"/>
Spring Semester	LEX 280 Ethics & Professionalism	College 2 / HS 0	<input type="checkbox"/>

### Small Business & Entrepreneurship Certificate (C25120PC)

DIRECTIONS	COURSES	CREDITS	CHECK BOX WHEN COMPLETED
Fall Semester	BUS 110 Introduction to Business**	College 3 / HS 1	<input type="checkbox"/>
Fall Semester	BUS 139 Entrepreneurship I	College 3 / HS 1	<input type="checkbox"/>
Spring Semester	CIS 110 Introduction to Computers**	College 3 / HS 1	<input type="checkbox"/>
Spring Semester	MKT 120 Principles of Marketing	College 3 / HS 1	<input type="checkbox"/>

### Tax Preparation Certificate (C25800TPC)

DIRECTIONS	COURSES	CREDITS	CHECK BOX WHEN COMPLETED
Fall Semester	ACC 120 Principles of Financial Accounting**	College 3 / HS 1	<input type="checkbox"/>
Fall Semester	ACC 130 Business Income Taxes	College 3 / HS 1	<input type="checkbox"/>
Spring Semester	ACC 129 Individual Income Taxes	College 3 / HS 1	<input type="checkbox"/>
Spring Semester	CIS 110 Introduction to Computers**	College 3 / HS 1	<input type="checkbox"/>

*\*\*This course has been approved for transfer under CAA and ICAA.*

*\*\*\*Submitted for approval to the NCCCS.*

## *College Transfer Pathway - Nursing (ADN)*

The CCP ADN Pathway is designed for high school juniors and seniors who wish to begin their educational studies toward the Associate in Nursing Degree or a Baccalaureate Degree in Nursing. The ADN Pathway for the CCP is not a guarantee of admission into nursing programs at North Carolina Community Colleges or North Carolina Universities. Students interested in applying to nursing programs after high school must meet the eligibility requirements of their selected institution, and there may be additional requirements to be admitted into LPN, ADN, and/or BSN programs.

DIRECTIONS	COURSES	CREDITS	CHECK BOX WHEN COMPLETED
Required	ENG 111 Writing and Inquiry	College 3 / HS 1	<input type="checkbox"/>
	ENG 112 Writing/Research in the Disciplines*(ENG 111)	College 3 / HS 1	<input type="checkbox"/>
Required	ACA 122 College Transfer Success	College 1 / HS 0	<input type="checkbox"/>
Required	PSY 150 General Psychology	College 3 / HS 1	<input type="checkbox"/>
Required	PSY 241 Developmental Psychology* (PSY 150)	College 3 / HS 1	<input type="checkbox"/>
Pick one (1)	ART 111 Art Appreciation ART 114 Art History Survey I ART 115 Art History Survey II MUS 110 Music Appreciation MUS 112 Introduction to Jazz PHI 215 Philosophical Issues* (ENG 111) PHI 240 Introduction to Ethics* (ENG 111)	College 3 / HS 1 College 3 / HS 1 College 3 / HS 1 College 3 / HS 1 College 3 / HS 1 College 3 / HS 1 College 3 / HS 1	<input type="checkbox"/>
Required	BIO 168C/168L Anatomy & Physiology I & Lab	College 4 / HS 1	<input type="checkbox"/>
Required	BIO 169C/169L Anatomy & Physiology II & Lab*(BIO 168)	College 4 / HS 1	<input type="checkbox"/>

## *Steps for Admission and Enrollment*

1. Complete key components of the application:
  - a. Complete the Student Information and Medical Information Sections.
  - b. Complete the College Readiness Verification Section.
    - i. Write in current **unweighted** high school GPA and attach a copy of your transcript. An updated transcript must be submitted each semester.
    - ii. If your GPA is below a 2.8, write in **all qualifying** assessment scores and attach a copy of each set of scores.
  - c. Select the semester. Students must complete a new application for each semester.
  - d. Write in high school release times for each semester.
  - e. Select a Pathway. Returning students may not change pathways without written permission.
  - f. Write in your career goal.
  - g. Select courses you wish to take. Courses must be in your chosen pathway.
2. Meet with your high school counselor to review your plan and get signatures.
3. Return your completed application to the college liaison.
4. If necessary, take the RISE Placement Test at CCCC. See the college liaison for instructions.
5. Go to Coastal Admissions to enroll in approved classes on date determined.  
Dates for Summer 2020: \_\_\_\_\_  
Dates for Fall 2020: \_\_\_\_\_  
Dates for Spring 2021: \_\_\_\_\_
6. Get a Coastal Photo ID, parking placard, textbooks, and mark your calendar for the first day of class.

### *For Enrollment and Admission Information, Contact:*

**Margery Farner**  
College Liaison  
farnerm@coastalcarolina.edu

**Cathy Carroll**  
College Liaison  
carrollc@coastalcarolina.edu

**Heather Calihan**  
Director for Admissions & Counseling Services  
calihanh@coastalcarolina.edu  
(910)938-6241

### *For On Campus Support for Enrolled Students Contact:*

**Hannah Padilla**, CCP Liaison | padillah@coastalcarolina.edu | (910)938-6703

## Career & College Promise Program Application (CCP)

### Student Information:

Coastal Student ID# \_\_\_\_\_

Student's Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Middle Initial: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Birthdate: \_\_\_\_\_ Grade: \_\_\_\_\_ Gender:  M  F SSN: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

High School: \_\_\_\_\_ Anticipated Graduation Date: \_\_\_\_\_

Student Current Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

Family Current Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

Ethnicity:  Hispanic or Latino

Race (if Non-Hispanic):  Asian  Black or African American  White  
 American Indian or Alaskan Native  Native Hawaiian or Other Pacific Islander

Citizenship:

US Citizen  Non-Immigrant Alien  Not US Citizen, Name Country \_\_\_\_\_  
 Permanent Resident Alien

### Emergency and Medical Information:

Contact in case of emergency: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Relationship: \_\_\_\_\_ Phone(s): \_\_\_\_\_

I have an IEP, 504, or medical condition that requires academic accommodations. Yes  No  Initials \_\_\_\_\_  
 If you have a disability and wish to request an accommodation, contact the Coordinator for Disability Support Services in the Student Center Building for an appointment after completing your CCP application. Students are required to submit current documentation of their disability prior to the implementation of accommodation services. Students requesting accommodations from the College must have a disability, as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Self-identification and providing documentation can be initiated at any time; however, the student must allow reasonable time for accommodations to be implemented.

### Model Release

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

My signature above grants Coastal Carolina Community College permission to reproduce photographs taken of me for the purposes of publication, promotion, illustration, or advertising, in any manner.

## Pathway, College Readiness, Courses, Semester, and Release Times to be Completed with High School Counselor

**College Readiness Verification:** High School Unweighted GPA: \_\_\_\_\_ (Attach transcript)

	RISE (EFFECTIVE 7/1/19)	NC DAP (ENDS 6/30/19)	SAT	PSAT	PRE ACT OR ACT
English & Reading	Tier 1: Tier 2:			English: Reading:	English: Reading:
Mathematics	Tier 1: Tier 2: Tier 3:				

### Semester: (Select one)

- Summer 2020 - Spring 2020 high school release time: \_\_\_\_\_
- Fall 2020 - Fall 2020 high school release time: \_\_\_\_\_
- Spring 2021 - Fall 2020 \_\_\_\_\_ and Spring 2021 \_\_\_\_\_ high school release times required.

\*Students may not enroll in classes without a **minimum** of 30 minutes travel time.

### Pathway:

**\*Returning students may not switch Pathways without written permission. See your college liaison for information on the process.**

- Associate in Arts (P1012C)  
College Transfer Pathway
- Associate in Science (P1042C)  
College Transfer Pathway
- Associate Degree Nursing (P1032C)  
College Transfer Pathway
- Technology - Business - Safety Pathway  
Write code here: \_\_\_\_\_

After high school my career goal is to become a \_\_\_\_\_

### Selected Courses:

Courses listed **must** be from your chosen pathway. Only courses listed below will be considered.

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

### Permission for Online Courses:

This student has permission to take an online course. Both signatures are required.

\_\_\_\_\_  
Parent/Guardian Date

\_\_\_\_\_  
High School Counselor Date

### Required Signatures for Approval, Registration, and Release of Information

*I hereby certify that the information I have given is true to the best of my knowledge. All parties approve of the courses, schedule, and information provided on the entire application. All parties agree and understand that at the end of each term, Coastal Carolina Community College will provide Onslow County Schools with: (1) a summary listing of high school students who participated in the approved program through the College and (2) a summary listing of the grade performance for each high school student. Your signatures below will authorize the release of such information.*

High School Counselor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal/Designee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

CCCC Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*College GPA for returning CCPP student \_\_\_\_\_

### Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law intended to protect student privacy in regard to educational records. It applies to any school that receives funds from the US Department of Education. According to 20 U.S.C. 1232g(d), "whenever a student has attained eighteen years of age, or is attending an institution of postsecondary education, the permission or consent required of and the rights accorded to the parents of the student shall thereafter only be required of a accorded to the student."

Please initial the appropriate box indicating information approved for release:

- \_\_\_\_\_ Academic Information (grades/GPA, registration, ID number, academic progress, accommodations)
- \_\_\_\_\_ Attendance (enrollment status and attendance)
- \_\_\_\_\_ Financial Aid Information (awards, application data, disbursements, eligibility, progress and status)
- \_\_\_\_\_ Student Account Information (billing statements, charges, credits, payments, collection activity)
- \_\_\_\_\_ All Records Listed Above (any educational records)

Name(s) of person(s) who may access your educational record:

Name \_\_\_\_\_ Address \_\_\_\_\_

Name \_\_\_\_\_ Address \_\_\_\_\_

By signing below, I acknowledge that the above information may be released, discussed, or disclosed. I understand I am under no obligation to complete this form. I understand that my information is protected under federal confidentiality regulations and cannot be disclosed without my written consent.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Revised 2/2020





*Onslow Career and  
College Promise Program*

Continuing Education Courses

**APPLICATION  
PACKET**

Summer 2020 - Fall 2020 - Spring 2021



## The Program:

In accordance with Session Law 2011-145 Appropriations Act of 2011, Onslow County Schools and Coastal Carolina Community College(Coastal) established the Career and College Promise Program (CCP). More recently, CCP has provided opportunities for eligible juniors and seniors to take Continuing Education courses that lead to state or industry-recognized credential.

**The Cost:** Approved students pay no tuition. Students are required to purchase textbooks and pay insurance fees, as required.

## Criteria:\*

- a) Be a high school junior or senior.
- b) Have permission from parents, high school counselor and principal.

Meet academic criteria:

1. Have a 2.8 unweighted GPA or higher on high school courses **OR**
2. Demonstrate college readiness in English, reading and mathematics on one of the approved assessments **OR**
3. Have the recommendation of the high school principal with a rationale to waive the GPA/assessment score requirement.

## Approved Assessments:

	<b>RISE</b> (EFFECTIVE 7/1/19)	<b>NC DAP</b> (ENDS 6/30/19)	<b>SAT</b>	<b>PSAT</b>	<b>PRE ACT OR ACT</b>
English & Reading	75 Tier 1 & 2	151	480	English 26 & Reading 26	English 18 & Reading 22
Mathematics	75 Tiers 1, 2, & 3	7 on each DMA 010-060	530	24.5	22

*\*other criteria may be required for Continuing Education pathways.*

## Admissions Policy and Information:

Attendance at Coastal requires the student to abide by all rules and regulations as set forth by both the high school and the College. The requested information on this application is used for institutional and statistical purposes and is held in strict confidence. This application is for CCP purposes and not for admission to Coastal. It is the policy not to discriminate against any US citizen on the basis of race, color, handicap, sex, religion, age, or national origin in the recruitment and admission of student.

- As a general rule, high school students are limited to two college courses (7 semester hours credit) per semester.
- Students who complete two college semesters with a cumulative college GPA of 3.0 or higher may request, in writing, to take up to eleven credits. See your college liaison for details.
- CCP students must be at least 16 years of age and must be making appropriate progress toward graduation.
- Effective 2019-20, high school credit may be awarded for articulated Career and College Promise (CCP) Workforce Continuing Education pathways that have been approved by the CCP Leadership Team (CCPLT) and do not duplicate efforts by the high school. The CCPLT consists of representatives from NCDPI Career and Technical Education and Advanced Learning and Gifted Education Divisions and Community College System Office representatives from Workforce Continuing Education, Career and Technical Education, and Academic Programs.

## *Continuing Education Pathways:*

### **Pharmacy Technician Pathway (PHM 3250)**

- This course is designed to prepare individuals to take one of the national certification examinations for pharmacy technicians, as well as to train individuals to work under the supervision of a pharmacist in retail or institutional settings. Students are provided with an understanding of the responsibilities and duties of pharmacy technicians and the basic knowledge and skills to provide competent assistance to the pharmacist. Topics covered include drug classification, drug distribution, laws and regulations basic to pharmacy practice, as well as math calculations necessary for daily pharmacy operations in various types of pharmacy settings.
- Additional Criteria:
  - Reading score of 10.0 or higher and Mathematics score of 8.0 or higher must be earned on a prescribed test
  - Candidates who are within 60 days of acquiring their HS Diploma or equivalent educational diploma will be eligible to apply for the PTCB. PTCB Certification will not be granted until proof of HS completion (or equivalent) is provided to PTCB
- Approved High Schools: Dixon, Northside, Richlands, Southwest, White Oak, Lejeune, Homeschools, and Private Schools

### **Emergency Medical Technician Pathway (EMS 4200)**

- The Emergency Medical Technician Program is designed to train individuals to become emergency medical personnel functioning in the pre-hospital environment. This course teaches patient assessment and basic life support techniques including airway management and CPR; hemorrhage control; oxygen administration; shock; bandaging and splinting; skull, spine, and chest injuries; child birthing; exposure to cold and heat; and transferring patients to medical facilities, ambulance operations and mass casualty incident response. Successful completion of this course allows the student to take the North Carolina and National EMT Registry Exams
- Additional Criteria
  - Reading score of 11.0 or higher must be earned on a prescribed test
  - Must be 17 Years of age on or before the official end date of the course
- Approved High Schools: Dixon, Jacksonville, Northside, Richlands, Swansboro, White Oak, Lejeune, Homeschools, and Private Schools

### **Nurse Aide Pathway (NUR 3240)**

- The Nurse Aide I Training Program prepares graduates to provide personal care and perform basic nursing skills for the client. Emphasis is on the process of aging including the mental, social, and physical needs of the client, specific to client's rights, nutrition management, elimination procedures, safe environment, restorative services, personal and special care procedures and activities, human body structure, function, and related common diseases / disorders, communication / documentation, death / dying, and the professional role of the Nurse Aide as a member of the health care team.
- Upon satisfactory completion of the NA I training program, the graduate is eligible to take the NNAAP Examination (skills and written / oral competency exam) for the North Carolina Registry. After achieving a passing grade, the graduate will be listed as a Nurse Aide I by the Division of Health Service Regulation (DHSR).
- Additional Criteria:
  - Reading score of 8.0 or higher must be earned on a prescribed test
  - Must be 16.5 Years of age prior to the start of the course
- Approved High Schools: Dixon, Northside, Richlands, Southwest, Swansboro, White Oak, Lejeune, Homeschools, and Private School

## *Steps for Admission and Enrollment*

1. Complete key components of the application:
  - a. Complete the Student Information and Medical Information Sections.
  - b. Complete the College Readiness Verification Section.
    - i. Write in current **unweighted** high school GPA and attach a copy of your transcript.
    - ii. Write in **all qualifying** assessment scores and attach a copy of each set of scores.
  - c. Select the semester. Students must complete a new application for each semester.
  - d. Write in high school release times for each semester.
  - e. Write in your career goal.
  - f. Select a Pathway. Returning students may not change pathways without written permission.
  - g. Select courses you wish to take. Courses must be in your chosen pathway.
2. Meet with your high school counselor to review your plan and get signatures.
3. Return your completed application to the College Liaison.
4. Take the required test at the continuing education building. Bring your test ticket.
5. Enroll in approved class.
6. Get a Coastal Photo ID, parking placard, textbooks, pay insurance fees(if required), and mark your calendar for the first day of class.

### *For Enrollment and Admission Information, Contact:*

**Margery Farner**  
College Liaison  
farnerm@coastalcarolina.edu  
(910)938-6394

**Cathy Carroll**  
College Liaison  
carrollc@coastalcarolina.edu

**Ashley Gurganus**  
Division Chair for  
Continuing Education  
gurganusa@coastalcarolina.edu  
(910)938-6308

### *For On Campus Support for Enrolled Students Contact:*

**Hannah Padilla**, CCP Liaison | padillah@coastalcarolina.edu | (910)938-6703

**NC CAREER &  
COLLEGE PROMISE**

# Career & College Promise Program Continuing Education Application

**Student Information:** Coastal Student ID# \_\_\_\_\_

Student's Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Middle Initial: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Birthdate: \_\_\_\_\_ Grade: \_\_\_\_\_ Gender:  M  F SSN: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

High School: \_\_\_\_\_ Anticipated Graduation Date: \_\_\_\_\_

Student Current Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

Family Current Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

Ethnicity:  Hispanic or Latino

Race (if Non-Hispanic):  Asian  Black or African American  White  
 American Indian or Alaskan Native  Native Hawaiian or Other Pacific Islander

Citizenship:

US Citizen  Non-Immigrant Alien  Not US Citizen, Name Country \_\_\_\_\_

Permanent Resident Alien

## Emergency and Medical Information:

Contact in case of emergency: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Relationship: \_\_\_\_\_ Phone(s): \_\_\_\_\_

I have an IEP, 504, or medical condition that requires academic accommodations. Yes  No  Initials \_\_\_\_\_  
 If you have a disability and wish to request an accommodation, contact the Coordinator for Disability Support Services in the Student Center Building for an appointment after completing your CCP application. Students are required to submit current documentation of their disability prior to the implementation of accommodation services. Students requesting accommodations from the College must have a disability, as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Self-identification and providing documentation can be initiated at any time; however, the student must allow reasonable time for accommodations to be implemented.

*Pathway, College Readiness, Courses, Semester, and Release Times  
to be completed with high school counselor*

**College Readiness Verification:** High School Unweighted GPA: \_\_\_\_\_ (Attach transcript)

	RISE (EFFECTIVE 7/1/19)	NC DAP (ENDS 6/30/19)	SAT	PSAT	PRE ACT OR ACT	TABE Continuing Education Courses ONLY
English & Reading	Tier 1: Tier 2:			English: Reading:	English: Reading:	
Mathematics	Tier 1: Tier 2: Tier 3:					

### Semester: (Select one)

Summer 2020 - Spring 2020 high school release time: \_\_\_\_\_

Fall 2020 - Fall 2020 high school release time: \_\_\_\_\_

Spring 2021 - Fall 2020 \_\_\_\_\_ and Spring 2021 \_\_\_\_\_ high school release times required.

\*Students may not enroll in classes without a **minimum** of 30 minutes travel time.

### *Continuing Education Pathways: (select one)*

- Emergency Medical Technician (EMS 4200)  
Approved Onslow County Schools: Dixon, Jacksonville, Northside, Richlands, Swansboro, and White Oak
- Nurse Aide I (NUR 3240)  
Approved Onslow County Schools: Dixon, Northside, Richlands, Southwest, Swansboro, and White Oak
- Pharmacy Technician (PHM 3250)  
Approved Onslow County Schools: Dixon, Northside, Richlands, Southwest, and White Oak

### *Required Signatures for Approval, Registration, and Release of Information*

*I hereby certify that the information I have given is true to the best of my knowledge. All parties approve of the courses, schedule, and information provided on the entire application. All parties agree and understand that at the end of each term, Coastal Carolina Community College will provide Onslow County Schools with: (1) a summary listing of high school students who participated in the approved program through the College and (2) a summary listing of the grade performance for each high school student. Your signatures below will authorize the release of such information.*

High School Counselor Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Principal/Designee Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
CCE Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### *Family Educational Rights and Privacy Act (FERPA)*

FERPA is a federal law intended to protect student privacy in regard to educational records. It applies to any school that receives funds from the US Department of Education. According to 20 U.S.C. 1232g(d), "whenever a student has attained eighteen years of age, or is attending an institution of postsecondary education, the permission or consent required of and the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student."

Please initial the appropriate box indicating information approved for release:

- \_\_\_\_\_ Academic Information (grades/GPA, registration, ID number, academic progress, accommodations)
- \_\_\_\_\_ Attendance (enrollment status and attendance)
- \_\_\_\_\_ Financial Aid Information (awards, application data, disbursements, eligibility, progress and status)
- \_\_\_\_\_ Student Account Information (billing statements, charges, credits, payments, collection activity)
- \_\_\_\_\_ All Records Listed Above (any educational records)

Name(s) of person(s) who may access your educational record:

_____	_____
Name	Address
_____	_____
Name	Address

By signing below, I acknowledge that the above information may be released, discussed, or disclosed. I understand I am under no obligation to complete this form. I understand that my information is protected under federal confidentiality regulations and cannot be disclosed without my written consent.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### *Model Release*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

My signature above grants Coastal Carolina Community College permission to reproduce photographs taken of me for the purposes of publication, promotion, illustration, or advertising, in any manner.

Revised 2/2020

*Course Descriptions and other information provided in this guide are as complete and accurate as possible at the time of publication and printing. For the most recent updates to this information please visit <http://bit.ly/OCSSecondaryServices>. If you have questions, comments or concerns regarding available courses, please contact your child's school first. You can also contact the Division of Secondary Education – William Laine, Executive Director – (910) 455-2211 ext. 20204.*