

# Program of Studies 2021-2022



Eastern Randolph High School  
Providence Grove High School  
Randleman High School  
Randolph Early College High School  
Southwestern Randolph High School  
Trinity High School  
Uwharrie Ridge Six-Twelve School  
Wheatmore High School

# Randolph County School System

## High School Program of Studies

### Course Planning Guide

#### 2021-2022

Dear High School Parents and Students,

Welcome to high school! Students, as you prepare for your last four years in the Randolph County School System, we want to provide the best academic options for you and your family. Our school system has a wide range of courses and curricula that will prepare you to be college and career ready. We encourage you and your family to review this high school guide thoroughly and explore the course offerings and descriptions for each pathway.

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and post-secondary education and prepared for life in the 21<sup>st</sup> century. The Randolph County School System's high school program provides students many options based on their career goals, needs and individual interests. Students may choose from a wide array of courses and programs. Choices students make in high school affect the options they have for future education and job opportunities after high school. The Randolph County School System operates under a Student/Parent Informed Choice System or "Open Registration." Parents/guardians and students should carefully study this high school planning guide and review the course listings and graduation requirements. Parents/guardians and their children should discuss the student's goals, interests, past school grades, performance on standardized tests, personal habits, attitude toward school, aptitudes, responsibilities outside the school, and other factors that may have an impact on the success of a student in a given course.

Students are encouraged to register in courses providing the highest academic challenge to their abilities. It is the responsibility of the parents, teachers, and school counselors to offer positive guidance and direction in helping a student establish goals and make realistic choices. These goals and choices must commensurate with the student's ability, interest, and background requirements for graduation and the requirements for admission to post-secondary opportunities. Recognizing the importance of high school to future success, the student and parent/guardian should develop a four-year course of study.

Please keep in mind that all of the courses offered in our district cannot possibly be in the final master schedule for each school. Courses will be scheduled if a sufficient number of students request a course. Some courses may only be offered in alternate years. Therefore, it is important for students to outline a four-year plan.

Students may select courses from fine and performing arts, Career and Technical Education, English language arts, health and physical education, mathematics, JROTC, science, social studies, and world languages. There are also additional course opportunities available via North Carolina Virtual Public School online courses, Randolph County's iLearn Randolph online courses, and through a partnership with the N.C. Community College System. Membership and participation opportunities in numerous clubs, organizations, and teams are also available.

Each student and parent should become familiar with the courses and the importance of each course to the student's course of study. Each student is required to choose eight (8) courses and alternative courses. Students should sign up only for the courses they want to take. At the time of registration, it is not known what period courses will be taught or what teacher will be teaching the courses. It is the responsibility of all students and their parents/guardians to make sure students are registered for the courses they need in order to meet graduation and college/university admission requirements. Your school counselors are also ready to assist you with this process. It is our goal to provide each student with a quality education that will produce life-long learners and productive citizens.

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# GENERAL INFORMATION

## Notice of Non-Discrimination

The Randolph County School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following people have been designated to handle inquiries regarding the non-discrimination policies: Edwina Ashworth Title IX and Section 504 Coordinator, 2222-C South Fayetteville Street, Asheboro, NC 27205. Phone: 336-633-5000.

## Accreditation

The Randolph County School System is accredited by the State of North Carolina. All schools in the Randolph County School System participated in the accreditation process in the spring of 2016. All high schools are fully accredited by COGNIA, the regional accreditation agency, through 2021. AdvancED was created through a 2006 merger of the PreK-12 divisions of the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools on Accreditation and School Improvement (SACS CASI)—and expanded through the addition of the Northwest Accreditation Commission (NWAC) in 2011. The system-wide accreditation means that our high schools have met and/or surpassed a strict set of national standards for educational excel

## 2021-2022 Program of Studies

A new Program of Studies is developed each year for incoming freshmen. The Program of Studies, a student receives his or her freshman year, contains the high school graduation requirements as directed by the North Carolina Department of Public Instruction and will follow the student throughout his or her high school career. Since portions of the Program of Studies are subject to change, the most up-to-date version of this year's Program, as well as copies of the Programs for previous years, can be found on the Randolph County School System (RCSS) Secondary Education webpage (<http://www.randolph.k12.nc.us/?DivisionID=19969&DepartmentID=22654>). It is our hope that both this Program of Studies as well as online resources will assist students with making course selections and progressing through the high school education programs.

## High School Settings

The Randolph County School System (RCSS) offers traditional and non-traditional high school settings. A student's traditional high school assignment will be based on residency. Attendance at a non-traditional high school will be based on application/acceptance or individualized assignment.

## Traditional High Schools

Eastern Randolph High, Providence Grove High, Randleman High, Southwestern Randolph High, Trinity High and Wheatmore High are traditional high schools. Each of these schools offers a full complement of core courses (English, math, science, social studies) as well as extensive offering of electives. In addition to offering electives in the areas of health/physical education and the fine and performing arts, traditional high schools offer a full complement of Career and Technical Education (CTE) courses. Students enrolled in CTE courses have the opportunity to participate in Career and Technical Student Organizations (CTSO) such as FBLA, FFA, DECA, HOSA, and SkillsUSA. Additionally, students enrolled in CTE courses are able to earn industry recognized credentials and/or certification. Several traditional schools also offer opportunities for participation in a JROTC program.

## Non -Traditional High Schools

RCSS has two schools for high school students that offer a form of specialized, or non-traditional instruction: Randolph Early College High School and Uwharrie Ridge Six-Twelve School.

## **Randolph Early College High School**

Randolph Early College High School (RECHS) is an autonomous high school located on the campus of Randolph Community College (RCC) in Asheboro, North Carolina. RECHS has a maximum enrollment of 400 students. The student body consists of young people from all areas of Randolph County. RECHS is part of an initiative to reform traditional high schools. A main goal is to provide students at RECHS the opportunity to earn a high school diploma and an associate's degree (Associate of Arts or Associate of Science – College Transfer or Associate of Applied Science) in four or five years at little to no cost beyond regular school fees. RECHS celebrated its first graduation on May 19, 2010 having opened its doors to the initial cohort of freshmen in August 2006. The school mascot is the Raven. School colors are red, black, and silver.

RECHS is supported in part by North Carolina's Cooperative Innovative High School Program and promotes a common instructional framework that drives instructional practice: every student reads, writes, thinks, and talks in every classroom every day. In collaboration with Randolph Community College, students are given the opportunity to take their core academic high school classes while also taking community college courses that prepare them for post-high school education and the world of work.

During their first year, students take a humanities/fine arts course and/or a social/behavioral science course with RCC each semester, as well as a physical education course. By the end of the year they have had the opportunity to take two college courses and earn up to 6 semester-hours of college credit. Simultaneously, the students take two high school academic classes each semester and have weekly academic support opportunities in the form of an academic lab. Additionally, students are each assigned to a seminar class in which they are taught teen leadership and life skills while building relationships with a faculty member and a small group of peers.

As second year students, RCC classes are selected based on students' future plans, and students take between one and three community college courses. Students are counseled individually in order to select courses that meet their interests as well as their desired course of study. Year-two students are also scheduled into academic lab times and a seminar class to support their college schedules and workload.

During the third and fourth years, students take face-to-face courses, online courses, and hybrid courses. Individual student course loads vary from student to student. High school classes for these students could be semester-long or year-long. Upperclassmen are assigned academic labs to support the workload and stay connected to the high school. Some students are pursuing terminal two-year degrees (Associate of Applied Science), while most are working towards an Associate of Arts or Science - College Transfer degree to transfer to a four-year college or university.

Throughout the school year, RECHS students are exposed to a variety of educational experiences as an extension of the traditional classroom. Field trips to university campuses, opportunities to attend cultural events, and visits to local places of interest expose RECHS students to community resources while building their leadership skills. Guest speakers serve to enhance the community college physical education curriculum while giving students a broadened sense of the agencies available to them in our community. RECHS offers clubs and organizations based on student interests. All students are challenged to participate in volunteerism and community service projects each year in the spirit of giving back to the community and being active, contributing members of society.

Acceptance into the Early College program is through an application process during the student's eighth grade year. Interest meetings are held at each of the RCSS middle schools. For more information, begin by contacting a student's current school counselor or principal and visiting the RECHS website accessible from the district homepage.

## **Uwharrie Ridge Six-Twelve School**

Uwharrie Ridge Six-Twelve is a newly redesigned school that began operation in the 2017-18 school year. Uwharrie Ridge was developed from Uwharrie Middle School which was a traditional middle school serving grades six through eight. Uwharrie Ridge is now a non-traditional school setting that is designed to serve grades six through twelve and offer a unique educational setting to students. Uwharrie Ridge celebrated the arrival of the first class of high school students for the 2017-18 school year and was excited to see our first graduates in 2021.

Uwharrie Ridge was developed to offer different educational opportunities for students including the school-wide integration of technology. Students at Uwharrie Ridge receive a Chromebook for all classes and teachers focus on the use of technology to deliver individualized instruction to students. Uwharrie Ridge is organized into three small learning communities. These are the schools of Leadership & Communication, Design & Technology, and Public Service. The different schools are designed to provide students an opportunity to receive instruction and curriculum with a career focus of their interest. (Uwharrie Ridge is focused on Leadership & Communication, Design & Technology, and Public Service.)

Uwharrie Ridge is able to offer traditional extra-curricular opportunities, including athletics for middle school students. Uwharrie Ridge continues to build and develop extra-curricular opportunities for high school students.

Enrollment in Uwharrie Ridge for middle school grades is based on traditional feeder school patterns and residence within the Southwestern quadrant. Each high school grade level is limited to 75 students. Enrollment into the high school is based on a three tier process. Tier 1 enrollment is drawn from students currently enrolled in the eighth grade at Uwharrie Ridge. Tier 2 is for eighth grade students currently at Southwestern Randolph Middle School and Tier 3 is for students that reside outside of the Southwestern quadrant. Students are selected based on a lottery system after completing a Uwharrie Ridge intent form.

Interest meetings are held at each school in the Southwestern quadrant for rising 9th Graders. If a high school aged student has relocated to Randolph County and is interested in attending Uwharrie Ridge, please contact the student services office of your assigned school as well as Uwharrie Ridge. For more information please contact Uwharrie Ridge by visiting the school website at <http://urs.randolph.k12.nc.us/>.

### **Planning Your High School Course of Study**

During the next few years, you will be responsible for making many significant decisions about your future. Among these will be decisions on a course of study that will be both interesting and beneficial to you now and in the future. The information contained in the Program of Studies Handbook is designed to help you. We hope that you consider carefully the variety and content of course offerings and select those that will coincide with your future plans, your interests, and your abilities.

In planning your individual program, you will want to study thoroughly the basic requirements for graduation. Beyond the graduation requirements you should give careful consideration to your choice of electives and interest courses, which will better prepare you for your future endeavors.

The Randolph County School System will offer the Future Ready Core course of study for all students.

- **The Future Ready Core** course of study is designed to provide students with a strong academic foundation so that they will have as many options as possible when they graduate from high school. This ensures that it is never too late for a student to decide what they want to do when they graduate and prepare them for 21<sup>st</sup> century opportunities.

Technical institutes, community colleges, and four-year colleges have varying requirements; therefore, students are encouraged to investigate the specific requirements of their institutions of choice and choose high school coursework accordingly.

Each member of the faculty, staff, and administration is willing to assist you. We all encourage you to take advantage of every opportunity to determine what you need to achieve your immediate and lifetime goals.

Parents are encouraged to help students in planning their course selections throughout their high school years. This process begins prior to students entering high school. Careful planning, as early as the 8<sup>th</sup> grade, will ensure that students have completed the necessary requirements needed for specialized programs. Parents may make an appointment to discuss their child's program by calling the student services office at the high school he/she attends.

Students who have personal goals in mind such as college entrance or technical training (nurses, technicians, dental hygienists, etc.), which require education beyond high school, should determine the general requirements for entrance into those programs. Through a partnership of the Department of Public Instruction, the N.C. Community College System, the University of North Carolina system and many independent colleges and universities, North Carolina is helping eligible high school students to begin earning college credit at a community college campus while they are still in high school. Information regarding the Career and College Promise (CCP) program and other programs are available in the student services office, and from Career Development Coordinators and Career Coaches in each school.

## Future Ready Core Curriculum

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

The State Board of Education approved a high school core course of study framework to be implemented with students. The framework establishes a core of 22\* credit units identified as critical to student preparation for the economic and societal demands of the 21<sup>st</sup> century. Within the 22\* credit units are six elective units. The Future Ready Core requires at least two of the six elective units to be a combination of Career and Technical Education (CTE), fine and performing arts (arts education), or world language.

The Future Ready Core curriculum includes the following course requirements:

- 4 units of English
- 4 units of mathematics
- 3 units of science
- 4 units of social studies
- 1 unit of health/physical education
- 6 units of electives

### \*\*\* Career and College Ready Graduate (CCRG)

The State Board of Community Colleges (SBCC) in consultation with the State Board of Education (SBOE) is required, Section 10.13 of S.L. 2015-241, to develop a program that introduces the college developmental math, reading, and English curriculum in the high school senior year. High school seniors that are not career and college ready by the end of their junior year, will have opportunities for college remediation prior to high school graduation through cooperation with community college partners. High schools are required to use the curriculum approved by the SBCC, in consultation with the SBOE. Information regarding CCRG is available in the student services office and from school administrators.

*\* The Randolph County School System imposes local requirements in addition to the Future Ready Core totaling a minimum of 28 credits for earning a high school diploma.*

## Graduation Requirements

In the Randolph County School System, students may begin earning credits toward graduation in the ninth grade (high school). Some courses taken at the middle school level are eligible to receive high school credit. These courses, when completed in middle school, are not counted in a student's high school grade point average (GPA). Earning high school credit in middle school does not necessarily allow students to graduate early. Students must successfully complete his/her maximum potential for earning credit over a four-year span less four credits. Maximum potential is defined as an individual student's opportunity to earn all high school credits available within an academic year.

**The minimum number of credits needed to graduate from the Randolph County School System is twenty-eight (28).** Students can potentially earn thirty-two (32) or more credits while in high school. The minimum number of credits needed to graduate is based upon the student's maximum potential less four credits. No student will be allowed to graduate without meeting North Carolina and/or the Randolph County School System minimum requirements.

An outline of high school graduation requirements can be found in the chart on the next page.

# HIGH SCHOOL GRADUATION REQUIREMENTS

*Two Courses of Study Leading to One Diploma*

CONTENT AREA	FUTURE-READY CORE	FUTURE-READY OCCUPATIONAL
<b>English</b>	<b>4 Credits</b> English I, II, III, IV or a designated combination of 4 courses	<b>4 Credits</b> English I*, II*, III*, IV*
<b>Mathematics</b>	<b>4 Credits</b> NC Math 1, NC Math 2, NC Math 3 4 <sup>th</sup> Math Course to be aligned with the student's post high school plans. <i>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 1 and NC Math 2 plus two additional courses identified on the NCDPI Math options chart.</i>	<b>3 Credits</b> Introduction to Mathematics Math 1* Financial Management
<b>Science</b>	<b>3 Credits</b> Earth/Environmental Science, Biology, and a physical science course (Physical Science, Chemistry or Physics)	<b>2 Credits</b> Applied Science Biology*
<b>Social Studies</b>	<i>For students entering 9<sup>th</sup> grade for the first time in 2021-2022 and after:</i> <b>4 Credits</b> World History Founding Principles of the United States of America and North Carolina Civic Literacy American History Economics and Personal Finance <i>For students entering 9<sup>th</sup> grade for the first time in 2019-2020 or before:</i> <b>4 Credits</b> World History, American History: Founding Principles-Civics and Economics, American History I and American History II; OR AP® US History and an additional social studies course**	<b>2 Credits</b> Founding Principles of the United States of America and North Carolina Civic Literacy Economics and Personal Finance
<b>World Languages</b>	Not required for high school graduation. <i>A two-credit sequence in the same world language is required for admission to a university in the UNC system.</i>	Not Required
<b>Health and Physical Education</b>	<b>1 Credit</b> Health and Physical Education	<b>1 Credit</b> Health and Physical Education
<b>Electives or other requirements***</b>	<b>6 Credits required</b> <b>2 elective credits of any combination from either:</b> - Career and Technical Education (CTE) - Arts Education - World Languages <b>4 elective credits strongly recommended from one of the following:</b> - Career and Technical Education (CTE) - JROTC - Arts Education (e.g. dance, music, theatre arts, visual arts) - Any other subject area (e.g. social studies, science, mathematics, English)	<b>6 Credits</b> Occupational Preparation I, II, III, IV**** Elective credits Additional requirements: ● Completion of IEP objectives ● Career Portfolio required
<b>Career/Technical</b>	Not required for high school graduation	<b>4 Credits</b> Career and Technical Education electives
<b>Arts Education (Dance, Music, Theatre Arts, Visual Arts)</b>	Not required for high school graduation	Recommended: At least one credit in an arts discipline and/or requirement by local decision
<b>Total</b>	<b>22 credits plus any local requirements (RCSS requires additional electives for a total of 28 credits)</b>	<b>22 credits plus any local requirements (RCSS requires 28 total)</b>

OCS courses aligned with Future Ready Core courses in English I, English II, Math I, and Biology.

\*\* A student who takes AP® US History instead of taking American History I and American History II must also take an additional elective social studies course in order to meet the four credits requirement.

\*\*\* Examples of electives include Arts Education, JROTC and other courses that are of interest to the student.

\*\*\*\* Students must complete a specified number of school-based and community-based training hours; see the OCS section of this document for more information.



# HIGH SCHOOL DIPLOMA ENDORSEMENTS

*Beginning with Class of 2014-2015*

Students who complete all graduation requirements receive a diploma at graduation. Students have the opportunity to earn endorsements to their high school diploma (GCS-L-007). Students must meet all requirements set forth in State Board Policy GCS-N-004 "State Graduation Requirements" related to earning a high school diploma. Endorsements identify a particular area of focused study for students. Students may earn a Career Endorsement, a College Endorsement, a Global Languages Endorsement, and/or a North Carolina Academic Scholars Endorsement. The requirements for each type of endorsement are listed below.

	<b>Career</b>	<b>College</b>	<b>College-UNC</b>	<b>NC Academic Scholars</b>	<b>Global Languages</b>
	<i>Indicating completion of a rigorous course of study that includes a Career and Technical Education concentration</i>	<i>Indicating readiness for entry into community college</i>	<i>Indicating readiness for entry into a four-year university in the UNC system</i>	<i>Indicating completion of a balanced and academically rigorous high school program preparing them for post-secondary education</i>	<i>Indicating proficiency in one or more languages in addition to English</i>
<b>Additional Requirements</b>	<p>Complete Future Ready Core math sequence of NC Math 1, NC Math 2, NC Math 3, and a 4<sup>th</sup> math course aligned with the student's post-secondary plans</p> <p>Complete a CTE concentration in one of the approved CTE pathways (see Career and Technical Education section of this publication)</p> <p>Earn at least one industry-recognized credential</p>	<p>Complete Future Ready Core math sequence of NC Math 1, NC Math 2, NC Math 3, and a 4<sup>th</sup> math course aligned with the student's post-secondary plans (must meet UNC system minimum admission requirements or be acceptable for earning placement in credit-bearing college math class under NC Community College System's Multiple Measures Placement policy)</p>	<p>Complete Future Ready Core math sequence of NC Math 1, NC Math 2, NC Math 3, and a 4<sup>th</sup> math course aligned with the student's post-secondary plans (must meet UNC system minimum admission requirements that include a math course with NC Math 3 as a prerequisite)</p> <p>Complete two units of the same world language (other than English)</p>	<p>Complete Future Ready Core math sequence of NC Math 1, NC Math 2, NC Math 3, and a 4<sup>th</sup> math course aligned with the student's post-secondary plans (must meet UNC system minimum admission requirements that include a math course with NC Math 3 as a prerequisite)</p> <p>Complete three units of science including Physics or Chemistry</p> <p>Complete two units of the same world language (other than English)</p> <p>Complete four elective credits in any one subject area (CTE, JROTC, Arts Education, World Languages, or another content area)</p> <p>Complete at least three higher-level courses during junior and/or senior years which carry quality points</p>	<p>Earn a combined 2.5 GPA (unweighted) for the four English Language Arts courses required for graduation</p> <p>Establish proficiency in one or more languages (other than English) using one of the options below:</p> <p>Establish "Intermediate Low" or higher per the ACTFL proficiency scale by either passing an external exam approved by NCDPI or using the Credit by Demonstrated Mastery policy</p> <p>Complete a four-course sequence of study in the same world language, earning an overall GPA of 2.5 (unweighted) or above in those courses</p> <p>Limited English Proficiency students must achieve additional requirements on the ACCESS test</p>
<b>Cumulative GPA</b>	2.6 (unweighted)	2.6 (unweighted)	2.5 (weighted)	3.5 (unweighted)	

Students who qualify for special endorsement recognition

- will be designated by the State Board of Education as having achieved an endorsement;
- will receive a seal of recognition attached to their diploma;
- will have their specific endorsement(s) listed on their official academic transcript;
- may receive special recognition at graduation exercises and other community events;
- may be considered for scholarships or employment opportunities; and
- may use this special recognition in applying to post-secondary institutions.

## Advanced Placement® Scholars Program

The AP® Program recognizes high school students who have demonstrated college-level achievement through AP® courses and exams with the AP® Scholar Awards. Although there is no monetary award, each award-winning student can view and print their certificate online, and the award is acknowledged on any AP® score report that is sent to colleges after the award has been conferred. AP® Scholar Awards are added to students' online score reports in mid-August. Students earning an award will be notified by email.

The AP® Scholar Award levels are outlined below.

Award	Criteria
AP® Scholar	Granted to students who receive scores of 3 or higher on three or more AP® Exams
AP® Scholar with Honor	Granted to students who receive an average score of at least 3.25 on all AP® Exams taken; and Scores of 3 or higher on four or more of these exams
AP® Scholar with Distinction	Granted to students who receive an average score of at least 3.5 on all AP® Exams taken; and Scores of 3 or higher on five or more of these exams
State AP® Scholar	Granted to one male and one female student in NC with scores of 3 or higher on the greatest number of AP® Exams; and the highest average score (at least 3.5) on all AP® Exams taken
National AP® Scholar	Granted to students in the US who receive an average score of at least 4 on all AP® Exams taken; and Scores of 4 or higher on five or more of these exams

## AP Capstone™ Diploma Recognition

The AP Capstone™ Diploma Recognition program is available through the AP® Academy at Southwestern Randolph High School. AP Capstone™ is an innovative diploma program that provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion. AP Capstone™ is built on the foundation of two courses - AP® Seminar and AP® Research - and is designed to complement the in-depth, discipline specific study provided through AP® courses. Students who earn scores of 3 or higher in both of the AP Capstone™ course and on four additional AP® exams will receive the AP Capstone Diploma™. Alternatively, students who earn scores of 3 or higher in AP® Seminar and AP® Research will receive the AP® Seminar and Research Certificate™ signifying their attainment of college-level academic and research skills.

The SWRHS AP® Academy is a rigorous academic program for students who are serious about attending a 4-year college and want to gain a competitive admissions edge to our nation's top universities. The AP® Academy provides a small supportive learning community focused on collaboration, rigorous instruction, and academic achievement. The AP® Academy begins in 9<sup>th</sup> grade with AP® Environmental Science and culminates with the AP Capstone™ Seminar and Research classes. Students complete at least 6 AP® classes through the AP® Academy following a series of recommended courses. Enrollment is open to rising 9<sup>th</sup> grade students who meet academic requirements. The application process begins in early spring.

## NORTH CAROLINA TESTING PROGRAM

### End-of-Course (EOC)

End-of-Course Tests (EOCs) will be administered for the following courses: NC Math 1, NC Math 3, Biology and English II. All students enrolled in these courses must take the EOC test. *Scores on EOC tests will count 25% toward the student's final grade in the course.* Students must also meet the local performance standards to receive credit for the course. These standards include achieving an overall final course average of 60 or above; and meeting the county attendance requirement.

## ACT® North Carolina

North Carolina adopted the ACT® suite of assessments as part of its accountability model. In addition to measuring college and career readiness, the ACT® assessment products provide additional diagnostic tools for students and their teachers. Each of the ACT® assessment products are outlined below.

ACT® Assessment	Description	Students Tested
PreACT®	The PreACT® gives students practice with the ACT® test and empowers them, their parents, and educators with an early indication of progress and ideas for improvement toward college readiness. Student scores may be used to determine college readiness and eligibility for Career and College Promise as well as other academic opportunities for high school students. <i>This test is administered in the fall each school year free of charge to all sophomores.</i>	10 <sup>th</sup> Grade
The ACT®	Used as a US college admissions test, the ACT® measures what students learn in high school to determine academic readiness for college. Students are assessed in five subject areas: English, mathematics, reading, science, and writing. <i>This test is administered in the spring each school year free of charge to all high school juniors. Students in other grade levels may register to take the ACT® at <a href="http://www.act.org">www.act.org</a>. Multiple dates and testing centers are available to choose from and a registration fee is required.</i>	11 <sup>th</sup> Grade
WorkKeys®	The WorkKeys® assessments measure essential workplace skills. Successful completion of the three subtests (Reading for Information, Locating Information, and Applied Mathematics) leads to the National Career Readiness Certificate™, a portable credential that documents essential work skills. <i>This test is administered November-February each year free of charge to all seniors who have completed or are on track to complete a CTE concentration. Other students may take the WorkKeys® assessments by visiting a NCWorks Career Center. A registration fee is required.</i>	12 <sup>th</sup> Grade CTE Concentrators

## The PSAT/NMSQT®

The PSAT/NMSQT® gives students practice with the SAT® test and provides college and career readiness benchmarks to support student success. Student scores from the PSAT/NMSQT® may be used for determining college readiness and eligibility for Career and College Promise, Advanced Placement® courses, NC Governor's School, and other academic opportunities. This test is generally offered to interested students each fall. Please see your school counselor for information on registering for this test.

Juniors who take the PSAT/NMSQT® are automatically screened for the National Merit® Scholarship Program, an academic competition for recognition and scholarships. For more information about the National Merit® Scholarship Program, visit their website at [www.nationalmerit.org](http://www.nationalmerit.org).

## The SAT®

Used as a college admissions test, the SAT® measures what students learn in high school to determine academic readiness for college. Students are assessed in three areas: reading, writing and language, mathematics. The SAT® is not administered as part of the high school testing program although many high schools in the Randolph County School System serve as testing centers for one or more test dates each year. Students who wish to register for the SAT® should visit [www.collegeboard.org](http://www.collegeboard.org) to find a test date and location that works best in his/her schedule. A registration fee is required.

## Armed Services Vocational Aptitude Battery (ASVAB)

The Armed Services Vocational Aptitude Battery (ASVAB) is a test of mechanical and technical skills that can be used to predict vocational aptitudes and interests. The results from this test can be helpful in making career choices. The ASVAB is used to qualify for all branches of the military services.

## Minimum Instructional Time

High schools are required to provide a minimum of 6.0 hours per day of instructional time. High school students shall carry a course load equal to the number of instructional periods in the school day, unless special permission is given by the principal. Students approved for Career and College Promise (CCP) programs for dual enrollment in community college courses are exempt from this policy. Courses must be designed with a minimum of 135 contact hours for students to receive course credit.

## Credit by Demonstrated Mastery (CDM)

North Carolina State BOE policy GCS-M-001 Section 8 Credit by Demonstrated Mastery (CDM) is the process by which each school district shall, based upon a body of evidence, award a student credit for a high school course *without* requiring the student to complete the classroom instruction or enroll in the course for a certain amount of seat time. Mastery is defined as a student's command of course material at a level that demonstrates a deep understanding of the content standards and the ability to apply his or her knowledge of the material. In other words, CDM allows students with deep understanding of the content *prior* to taking the course, to receive a high school course credit. The intention of this policy is to enable students to access more advanced content to meet their academic needs. CDM is a multi-phase assessment process that builds a body of evidence that allows a committee to determine if a student has a deep understanding of the standards for the course or subject area, thereby earning credit for the course without experiencing it in the school setting. *CDM can only be earned for standard level courses.* Students who demonstrate mastery, through the CDM process, shall receive credit for the course toward graduation requirements. Credit shall be indicated on a student's transcript and, where applicable, a "PASS" will be earned and shown on the transcript. The school/district will not grant a numeric or letter grade for the course and the course will not be included in the student's grade point average (GPA) calculation.

The CDM program provides an opportunity for students to learn new content, to challenge themselves with the next level of rigor in a subject, and even graduate early. This option is not designed to replace existing accelerated pathways, such as Honors, Advanced Placement® or Career and College Promise Courses, but is intended to allow select students the opportunity to bypass a course in which they already excel. All Randolph County School System high school students may apply to earn credit for high-school level courses offered in grades 9-12.

Opportunities will generally be offered two times per year, once each semester, to earn CDM and inform placement for the upcoming school year. Please see your school counselor or visit the district webpage for a list of available CDM courses and for more information regarding this process.

## Course Selection

Each student served by the Randolph County School System may request any course listed in this planning guide. However, not all courses are available at all schools due to minimum enrollment guidelines and adequate staffing and materials. Recommended prerequisites may vary slightly from school to school based on individual school registration sheets. When seats are limited, preference will be given first to seniors who require the course to meet graduation requirements or to complete a CTE concentration. Some programs or courses with limited enrollment may require an application process.

Students should give careful consideration to the courses and alternate selections when registering each year. Students should understand they may be enrolled in alternate courses if their course preferences are not available. Please reference the "Schedule Changes" section in this publication for further information.

## Suggestions for College-Bound Students

Students who intend to apply for admission to colleges/universities should obtain the requirements for the institutions they are considering. Admission information, as well as application and scholarship timelines, may be accessed on the college's website or by requesting information from a college admissions counselor. Acquiring this information in advance will help students select the appropriate courses to meet admission requirements for the college/ university of their choice. If students are uncertain about their college choice or future plans, they should follow the UNC Minimum Admission Requirements (MARs) for undergraduate admissions. Students should also prepare for and complete college admissions tests offered through ACT® and/or SAT®.

## UNC Minimum Course Requirements for Undergraduate Admissions

The minimum high school course requirements needed for admission to any of the 16 University of North Carolina institutions are listed below:

- 4 units of English, emphasizing grammar, composition and literature and;
- 2 units of a language other than English.
- 4 units of mathematics (NC Math 1, NC Math 2, NC Math 3, and a higher level math course)
- 3 units of Science, including at least one unit in a life or biological science (for example, biology), at least one unit in physical science (for example, physical science, chemistry, physics), and at least one laboratory course.
- 2 units of social studies (American History and one other)

## Suggested Courses for Academically and Intellectually Gifted (AIG) Students

Academically and Intellectually Gifted (AIG) students are encouraged to enroll in rigorous courses of study. Identified students are eligible and strongly encouraged to participate in College and Career Promise (CCP), Honors, and Advanced Placement (AP) courses.

## **Honors Courses**

RCSS requires documentation of the rigor of honors level courses. RCSS has developed extensive guidelines which include course pacing, enrichment topics and higher levels of assessment in order to meet the requirement. Students enrolling in an honors level course must understand and be prepared to meet these academic standards.

## **Advanced Placement® Courses**

AP® Courses are college level courses that follow curricula determined by The College Board. Course content, pace, and academic rigor are geared to prepare students to take the AP® exams. Nearly all colleges and universities in the nation offer college credit to students who score at certain levels on the individual AP® examinations. Students enrolling in AP® courses should be prepared to devote adequate time to college-level homework, reading and independent study. Some AP® courses are taught year-long with honors credit awarded the first semester and AP® credit awarded the second semester. Because AP® courses carry extra quality points, students are expected to take the AP® exam and complete the portfolio component (if applicable) for each course in which they are enrolled. The AP® exams are given at each high school in the spring semester for courses taught at a specific school. AP® exam dates are determined by The College Board and are published well in advance. Students enrolling in AP® courses will be tested on the dates established by The College Board. A student that fails to take the AP® exam on the scheduled date will incur an additional fee if they take the exam on an alternative/make-up date. For more information on AP® exams and fees, please visit <https://apstudent.collegeboard.org>

## **Career and College Promise Courses**

Success in today's global economy may require a two-or four-year degree, a certificate or diploma. Through Career & College Promise (CCP), qualified high school students in North Carolina have the opportunity to pursue these tuition free options while they are in high school, allowing them to get a jumpstart on their workplace and college preparation. On August 1, 2019, new legislation in the form of Senate Bill 366 granted 9th and 10th grade students identified as AIG the opportunity to access CCP classes. The RCSS and Randolph Community College will work together to provide course options for 9th and 10th graders. Juniors and Seniors who qualify for CCP may enroll in community college courses as part of the regular school day. Students will register for these courses as they register for their other high school classes. While not part of the state requirement, RCSS currently purchases textbooks for students to use in their CCP courses. Enrollees must be capable of completing college level course work. CCP courses are assigned a numeric grade just like all high school courses and the high school course credit is assigned based on this numeric grade. Information concerning the quality points awarded for some CCP courses can be found in the Career and College Promise Program section of this Program of Studies. CCP course grades are calculated into the grade point average.

## Course Levels

The Randolph County School System offers multiple levels of instruction in most course areas. The levels of course instruction follow the mandated state system for academic course levels and for the weighting of grades. The weighted grading system varies for students depending on when they first entered ninth grade and is outlined below.

ACADEMIC COURSE LEVELS AND ASSOCIATED WEIGHTS		
		QUALITY POINTS
ACADEMIC COURSE LEVELS		Students Entering 9 <sup>th</sup> grade 2015-2016 and later
<b>Advanced Placement® (AP®)</b>	Advanced Placement® course content, pace, and academic rigor is college-level as adopted by the College Board® and is designed to prepare students to pass the AP® Exam for that course/subject area. Students successfully completing coursework at the AP® level receive additional weight toward the high school GPA.	+1
<b>Career and College Promise (CCP)</b>	Career and College Promise (CCP) provides seamless dual enrollment educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. Randolph Community College offers multiple CCP pathways aligned with the K-12 curriculum and career and college ready standards adopted by the State Board of Education. CCP courses that are approved for transfer under the Comprehensive Articulation Agreement (CAA) or Independent Comprehensive Articulation Agreement (ICAA) as general education courses receive additional weight toward the high school GPA.	+1
<b>Honors</b>	Content, pace, and academic rigor in an honors-level course demonstrate high expectations of the student and surpass the standards specified by the North Carolina Standard Course of Study. Such courses demand higher level thinking as well as greater independence and responsibility.	+0.5
<b>Standard</b>	Course content, pace, and academic rigor follow standards specified by the North Carolina Standard Course of Study with occasional content enrichment where appropriate. College and Career Promise courses specific to Career and Technical Education pathways and are not part of the CAA or ICAA as approved college transfer courses are assigned to this category. No additional weight is added to the high school GPA for standard courses.	+0

Quality Points by Letter Grade Students entering 9 <sup>th</sup> grade 2015-2016 and later				
Letter Grade	AP®	CCP (College Transfer)	Honors	Standard
A	5	5	4.5	4
B	4	4	3.5	3
C	3	3	2.5	2
D	2	2	1.5	1
F	0	0	0	0

## Grading Scale

All North Carolina high schools use a ten-point grading scale as approved by the North Carolina State Board of Education. Grades are reported for each course at the end of each nine-week grading period on the student's report card. Final grades for each course are awarded at the end of the semester (or conclusion of the course when shorter or longer than one semester) by calculating the student's overall class average (75%) with the final exam grade (25%).

Grade Earned	Grade Range
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60
FF	Failure due to excessive absences/attendance.
I	Incomplete

Please note that final marks of FF (Failure Due to Attendance) and WF (Withdrawn Failing) will be computed in the grade point average and the student ranking process as a course attempted and failed. The following marks will not be computed in the grade point average and the student ranking process.

WP	Withdrawn Passing
P	In a Pass/Fail Course
CDM	Credit by Demonstrated Mastery
AUD	Audited Course

## Incomplete Grades

Incomplete grades are assigned at the principal's discretion when students have not completed all assignments and/or have an insufficient number of grades to determine a final grade. Students have until the end of the next grading period to complete all work. If the work is not completed with the prescribed time, the grade awarded will not exceed 59.

## Retaking Courses Previously Failed (Grade Suppression)

Repeating a course for credit refers to a high school course retaken via any delivery method or academic level when the entire Standard Course of Study for that course is being taught to the student for a second time (NCSBE Policy GCS-M-001, GS 115C-81). A student wishing to repeat a course for credit will receive a grade and take the associated NC Final Exam, CTE post assessment or local final exam. For courses requiring an End-of-Course (EOC) exam, students who have already scored a Level III, IV or V on the associated EOC exam may elect to either retake the EOC exam or use the previous passing EOC exam score as 25% of their final grade. If the student did not previously score a Level III, IV or V on the EOC exam, the student is required to take the EOC exam associated with the course. If the student retakes the EOC exam, the higher of the two scores will be used in the calculation of the final grade. Upon completion of the repeated course, the previous grade earned shall be replaced by the new grade. The new grade will then be factored in calculating the student's grade point average. All EOC exams administered for a repeating course must be administered during the NCDPI specified testing window.

## Course Withdrawal Penalty

Students are not allowed to drop any course after the first five days of each semester. If a student withdraws from a NCVPS or CCP course after the five-day period, the course is counted as a course attempted and a failing grade is recorded. A grade of 59 will be recorded if a student withdraws passing; if a student is failing, the actual grade earned will be recorded.

Students enrolled in CCP courses through Randolph Community College (RCC) and wish to withdraw from those courses at any time must complete the official drop form at RCC within their designated timeline. Students enrolled in CCP courses may be deemed ineligible for certain college scholarships and financial aid/grants if they fail or drop courses after the designated time periods.

## Online Course Offerings

In some instances, students may take advantage of online learning opportunities through the NC Department of Public Instruction's North Carolina Virtual Public School (NCVPS), North Carolina School of Science and Math (NCSSM), and North Carolina's Career and College Promise (CCP) via Randolph Community College. Through a variety of online management systems, students may take a wide variety of courses, including AP® and college courses that they may not have access to at their high school.

Students must be self-motivated and have basic word processing and internet skills to be successful in online courses. Students meet in a computer lab on the high school campus and are supported by an on-site facilitator. Students communicate with the teacher electronically and with fellow students through online discussions. Textbooks and other print and hands-on materials may be used in addition to the electronic resources within the course.

While distance learning opportunities can provide tremendous benefits to students, there are specific learner characteristics that promote greater student success in online learning environments. Enrollment in these courses is limited and requires the approval of the school principal, the school counselor and the student's parent/guardian. Priority consideration for registration is given to seniors and juniors. Registration dates and course offerings will be communicated to students each spring. Students should speak directly to their counselor if they are interested in taking courses through NCVPS or CCP. Registration inquiries and requests should be given directly to the student's school counselor.

Additional information, including projected course offerings can be found on each institution's website:

North Carolina Virtual Public School (NCVPS): [www.ncvps.org](http://www.ncvps.org)

North Carolina School of Math and Science (NCSMS): [www.ncssm.edu](http://www.ncssm.edu)

Career and College Promise (CCP): [www.randolph.edu/career-college-promise](http://www.randolph.edu/career-college-promise)



The Randolph County School System's virtual opportunity for students is iLearn Randolph. Various online courses, both core academic and elective, are offered to students through Canvas, our learning management system. iLearn Randolph offers students the flexibility to work as an apprentice or intern during part of their school day and access the online course outside of the school day. Additionally, students who may need to earn more than four credits in one semester can utilize iLearn Randolph. Students interested in iLearn Randolph should contact their school counselor for more information.



## Schedule Changes

The development of a school master schedule requires much planning and careful course considerations. Therefore, it is necessary to limit the number and reasons for schedule changes to protect the integrity of the planning process and overall balance of the school master schedule. Every attempt will be made to schedule students in the courses they need prior to the opening of school.

Requests for a schedule change will be considered

- (a) When a student needs to balance his/her academic load.  
(This will be done only on a "space available" basis.)
- (b) When a student needs to sequence courses.  
(This will be done only on a "space available" basis.)
- (c) When a student receives a course for which he/she did not register.  
(When a student registers for an alternate course, the student has registered for the course.)
- (d) When a student passes a course that he/she assumed he/she would fail.
- (e) When a student fails a course required for graduation.  
(This will be done only on a "space available" basis, unless the student is a senior.)

When a student meets one or more of the criteria above, he/she may request a schedule change by scheduling an appointment with the school counselor during the summer or another designated time.

## Promotion to Next Grade Level

A student's grade level is determined by his/her progress toward completing graduation requirements and is calculated using the student's maximum potential\* less the number of credits acceptable to still maintain satisfactory progress toward graduation. An outline of credits required to be promoted to the next grade level is listed below.

Grade Level	Credits Required	Example with maximum potential based on a four-course semester schedule (8 credits per year)
9 (Freshman)	Promoted from 8 <sup>th</sup> grade	
10 (Sophomore)	Maximum potential less two credits	6
11 (Junior)	Maximum potential less three credits	13
12 (Senior)	Maximum potential less four credits	20
<i>Graduate</i>	<i>Maximum potential less four credits</i>	28

\*Maximum potential is defined as an individual student's opportunity to earn high school credits available within an academic year.

There are select high school course opportunities available in middle school (ex. NC Math 1). These courses are eligible for high school credit and will be added to the cumulative units of credit, but are not calculated into the high school GPA.

## Class Rank

The class rank is based on a weighted grade point average based on the guidelines outlined in the Course Levels section above. Class rank is generally calculated at the end of each semester when final grades are posted. A student may find his/her class ranking listed on the official high school transcript.

## Transfer Students and Weighted Course Credit

Students transferring from another school system into the Randolph County School System will be given weighted credit for a course designated by the sending school system as honors or AP<sup>®</sup> only when a comparable course is designated as honors or AP<sup>®</sup> in the Randolph County School System. Transcripts of students transferring from alternative settings shall be evaluated individually to determine weighted transfer credits awarded by the Randolph County School System.

## Graduation Exercises

To be eligible to participate in the graduation exercises (the commencement exercises), a student must be eligible to receive a diploma or a certificate and be in good standing (free of disciplinary and financial encumbrances) on the date and time of the graduation program. Participation in graduation exercises is a privilege that must be earned.

## Athletic Participation

Students must meet certain academic and attendance requirements to be eligible to participate in the high school athletic program.

Attendance: A student must have been in attendance for at least 85 percent of the previous semester at an approved high school.

Academic: A student must have passed three courses during the preceding semester for schools on the “block” schedule or five courses in the traditional school schedule. Courses earned through Credit by Demonstrated Mastery (CDM) do not count toward athletic participation eligibility. Some courses, such as Peer Tutor, Office Assistant or Science Lab Assistant, do not receive credit and do not count toward athletic academic eligibility. A student must also be promoted to the next grade level. *Rising first time freshmen are automatically academically eligible to participate in athletics during the first semester of their high school career.*

## Driver’s License Eligibility

The Graduated Licensing Law states that students must stay in school (cannot drop out) and must pass at least 70 percent of courses attempted each semester. Students enrolled in four credit-bearing courses during a semester must pass three out of the four courses. Students enrolled in only three credit-bearing courses during a semester must pass all three courses. Courses earned through Credit by Demonstrated Mastery (CDM) do not count toward driver’s license eligibility. Some high school courses, such as Peer Tutor or Science Lab Assistant, do not receive credit and, therefore, do not count toward driver’s license eligibility.

The intent of this law is very clear, “*Stay in school and pass or lose your license!*” In the event a student has dropped out of school or has failed too many subjects, he/she may be able to request a hardship hearing with the school principal/designee. If his/her request is denied by the principal/designee, a special hearing with a county committee can be requested.

# HIGH SCHOOL COURSE DESCRIPTIONS

## FORMAT

Students should carefully select courses to be taken. While RCSS will help support and guide students, it is the responsibility of students and parents to make sure they have the correct number and composition of units needed to graduate. If unsure, students should contact their school counselor for assistance. A planning worksheet to help keep track of courses taken is provided in this program. Individual courses are listed under major content area headings. Some courses or programs require specialized facilities or personnel and are available only at certain schools. Though most subject areas do have courses that are to be taken in a progressive sequence (e.g. English I should be taken before English II), program area courses are listed alphabetically for ease of use. The courses listed follow a consistent format. You will find on the first line the course title and the second line contains the course number. Prerequisites and credits earned are also listed. You will also find which schools will offer each course for the 2021-2022 school year, along with the course description for each course.

### Example:

**Course Title**  
**Course Number**  
**Prerequisites**  
**Credits**  
**Schools: E P R C S T U W**  
*Course Description*

The abbreviations for each school are listed as:

<b>E</b>	Eastern Randolph	<b>P</b>	Providence Grove
<b>R</b>	Randleman	<b>C</b>	Randolph Early College
<b>S</b>	Southwestern Randolph	<b>T</b>	Trinity
<b>U</b>	Uwharrie Ridge Six-Twelve	<b>W</b>	Wheatmore

# COMMUNICATION SKILLS

## Creative Writing

**Course Number:** 10252X03

**Prerequisite:** None

**Credits:** 1

**Schools:** E R U

Emphasis is placed on creative writing for those students with a desire to refine their writing skills and work with others to improve their own creative writing. Students will expand on their powers of observation, imagination, and language and will be exposed to various forms of creative writing in the fields of prose, fiction, and nonfiction.

## AP® Research

**Course Number:** 0A007X0

**Prerequisite:** AP Seminar

**Credits:** 1

**Schools:** S

AP® Research, the second course in the AP Capstone™ experience, allows students to deeply explore an academic topic, problem, issue or idea of individual interest. Students design, plan and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills that are acquired in the AP® Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper and a presentation with an oral defense.

## AP® Seminar

**Course Number:** 0A017X0

**Prerequisite:** None

**Credits:** 1

**Schools:** S

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

## English I

**Course Number:** 10212X0

**Prerequisite:** None

**Credits:** 1

**Schools:** E P R S T U W

Students in English I explore the ways that audience, purpose, and context shape oral communication, written communication, and media and technology. While emphasis is placed on communicating for purposes of personal expression, students also engage in meaningful communication for expressive, expository, argumentative, and literary purposes. The English I course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction). It also includes the study of influential U.S. documents and one Shakespearean play. Interdisciplinary informational writing as well as documented research, speaking, and listening skills will be included along with multimodal presentations.

## English I Honors

**Course Number:** 10215X0

**Prerequisite:** Grade 8 Teacher/Principal recommendation and/or End-of-Grade scores

**Credits:** 1

**Schools:** E P R C S T U W

Students in the honors course will explore literature more widely and deeply, including more challenging and/or complete print and non-print texts. This course provides a foundational study of literary genres (novels, short stories, poetry, drama, literary nonfiction). It also includes the study of influential U.S. documents and one Shakespearean play. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology. Students enrolled should expect to encounter a rigorous academic experience with much outside reading required. This course is highly recommended for college bound students.

## English II

**Course Number:** 10222X0

**Prerequisite:** English I

**Credits:** 1

**Schools:** E P R S T U W

English II introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa Eastern Europe, Asia, Oceania, and the Middle East. Students in English II read, discuss, and write about both classical and contemporary world literature through which students will identify cultural significance. They will examine pieces of world literature in a cultural context to appreciate the diversity and complexity of world issues and to connect global ideas to their own experiences. Students will continue to explore language for expressive, explanatory, critical, argumentative and literary purposes, although emphasis will be placed on **informational** contexts. Influential U.S. documents and a Shakespearean play will also be included in this course. Interdisciplinary informational writing as well as documented research, speaking, and listening skills will be included along with multimodal presentations \*This course has an End-of-Course test requirement – students must score a Level III or above to be deemed proficient.

## English II Honors

**Course Number:** 10225X0

**Prerequisite:** Honors English I and/or Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R C S T U W

Students in the honors course will explore world literature more widely and deeply, including more challenging and/or complete print and non-print texts. This course introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa Eastern Europe, Asia, Oceania, and the Middle East. It also includes the study of influential U.S. documents and a Shakespearean play will also be included in this course. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology. Additional outside reading and research will be required. This course is highly recommended for the college bound student. \*This course has an End-of-Course test requirement – students must score a Level III or above to be deemed proficient.

## English III

**Course Number:** 10232X0

**Prerequisite:** English II

**Credits:** 1

**Schools:** E P R C S T U W

English III is an in-depth study of U.S. literature and U.S. literary nonfiction, especially foundational works and documents from the 17<sup>th</sup> century through the early 20<sup>th</sup> century. At least one Shakespearean play will also be included. Students in English III analyze United States literature and non-fiction historical documents as they reflect social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes. Interdisciplinary informational writing as well as documented research, speaking, and listening skills will be included along with multimodal presentations. The emphasis in English III is critical analysis of texts through reading, writing, speaking, listening, and using media. In addition, a research project will be required.

## English III Honors

**Course Number:** 10235X0

**Prerequisite:** Honors English II and/or Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R C S T U W

Students in the honors course will explore United States literature and historical documents more widely and deeply, including more challenging and/or complete print and non-print texts. English III is an in-depth study of U.S. literature and U.S. literary nonfiction, especially foundational works and documents from the 17<sup>th</sup> century through the early 20<sup>th</sup> century. At least one Shakespearean play will also be included. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology. Additional outside reading and research will be required. This course is highly recommended for the college bound student.

## English III - AP® Language and Composition

**Course Number:** 1A007X0

**Prerequisite:** Honors English I and II and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R S T W

This course combines the study of American literature and composition. The class addresses prose written in a variety of historical periods and formats with an emphasis on expository, analytical and argumentative essays to prepare the writer to compose in a variety of modes and for a variety of purposes. Students receive one credit for high school English. Students are recommended and highly encouraged to take the Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® examination is achieved, students may receive three or six hours college credit. Students should check with their school counselor on the policy of the college of their choice. *This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.*

## English IV

**Course Number:** 10242X0

**Prerequisite:** English III

**Credits:** 1

**Schools:** E P R S T U W

English IV completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play will also be included. Students in English IV will integrate all the language arts skills gained throughout their education. The curriculum both affirms these skills and equips the students to be life-long learners. Students continue to explore expressive, expository, argumentative, and literary contexts with a focus on European literature. The emphasis in English IV is on argumentation by developing a position of advocacy through reading, writing, speaking, listening, and using media.

## English IV Honors

**Course Number:** 10245X0

**Prerequisite:** Honors English III and/or Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R C S T U W

Students in the honors course will explore European literature more widely and deeply, including more challenging and/or complete print and non-print texts. English IV completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play will also be included. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology. This course is highly recommended for the college bound student.

## English IV - AP® Literature and Composition

**Course Number:** 1A017X0

**Prerequisite:** Honors English III and/or Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R S T W

This is a freshman college level course that allows capable seniors to earn up to six semester hours of college credit. The course includes a study of English literature, poetry, and novels. An in-depth study of the various literary genres is made, and students are expected to do extensive reading and research for the class. Emphasis is placed on identifying and analyzing universal themes and techniques employed by authors. Students receive one credit for high school English. Students are highly encouraged and recommended to take an Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® Exam is achieved, students may receive three or six hours college credit. Students should check with their school counselor on the policy of the college of their choice. *This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.*

## Introduction to AP® English III (Language)

**Course Number:** 10255X01

**Prerequisite:** Honors English II and/or Teacher/Principal Recommendation

**Credits:** 1

**Schools:** R

This course emphasizes skills and writing assignments designed to involve rhetoric to supplement proficiencies necessary for the AP® Language and Composition course and AP® Exam. Students will probe essays of the past and present to discover the best in exposition, descriptions, narration and argumentation. Some AP® terminology and practice is infused to help develop stylistic maturity in writing. Students may be required to complete a summer reading packet and related assignments.

## Introduction to AP® English IV (Literature)

**Course Number:** 10255X02

**Prerequisite:** Honors English III and/or Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E

This course emphasizes a college preparatory approach to literature and composition. This course will engage students in the careful reading and critical analysis of literature. It will introduce students to an intensive study of representative works from various genres and periods to supplement proficiencies necessary for the AP® Literature and Composition course and AP® Exam. Students may be required to complete a summer reading packet and related assignments.

## Journalism I

**Course Number:** 10312X0

**Prerequisite:** None

**Credits:** 1

**Schools:** R W

## Honors Journalism I

**Course Number:** 10312X0

**Prerequisite:** None

**Credits:** 1

**Schools:** U

This elective course includes the actual publication of a school newspaper. Student enrolling should plan to spend time after school on this project. The mechanics of news writing and publishing are studied. Course topics include journalistic techniques, styles of reporting, printing methods, paper and digital layouts, history of newspapers, and studies of outstanding journalists.

## Honors Journalism II

**Course Number:** 10325X0

**Prerequisite:** Journalism I

**Credits:** 1

**Schools:** U

Honors Journalism II will expand on the principles and practices of journalism covered in Honors Journalism I. Students will engage in the process of researching stories, analyzing and creating content, and publishing original work. Students will get a feel for how journalism and the media function in society through hand-on experiences in interviewing, researching, and writing journalistically. Students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Writing, technology, visual, and electronic media are used as tools for learning as students create, clarify, critique, write and produce effective communications.

# WORLD LANGUAGES

## English as a Second Language

**Course Number:** 10382X0

**Prerequisite:** Home language survey on file and identified EL

**Credits:** 1

**Schools:** E R S

This course is required for all students who enter the high school exhibiting little or no proficiency in the English language. English is the language of instruction and the student's dominant language is not taught. Students will receive elective credit for successful course completion. *Scheduling options for this course may vary from school to school.*

## French I

**Course Number:** 11012X0

**Prerequisite:** None

**Credits:** 1

**Schools:** P

This course is an introduction to the study of the French language and its culture and may be taken in middle or high school. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading and writing within a given context extending outside the classroom setting when possible. The content focuses on the student's lives and experiences, and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions. A general introduction to the culture, the products (e.g., literature, laws, food, games), perspective (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 French language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course. *Study of this language includes proficiency expectations in Interpretive Listening and Reading, Interpersonal Communication, and Presentational skills in both speaking and in writing. Novice Low to Novice Mid performance expectations are required for this course. 135 contact hours are required for Level I courses.*

## French II

**Course Number:** 11022X0

**Prerequisite:** French I

**Credits:** 1

**Schools:** P

Students enrolled in French II have either successfully completed a Level I course at the middle or high school or have placed out of French I due to previous language study and establish proficiency. The course provides students with opportunities to continue the development of their listening, speaking, reading and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time, inside and outside of the classroom setting. They compose related sentences, which narrate, describe, compare, and summarize familiar topics from the French culture. Focus is placed on understanding main ideas in simple texts. Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values of the French culture. Integration of other disciplines is ongoing throughout the course. *Study of this language includes proficiency expectations in Interpretive Listening and Reading, Interpersonal Communication, and Presentational skills in both speaking and in writing. Novice Mid to Novice High performance expectations are required for this course. 270 contact hours are required*

*for Level II courses (this includes the hours accumulated in the Level I course).*

## French III Honors

**Course Number:** 11035X0

**Prerequisite:** French II

**Credits:** 1

**Schools:** P

Students enrolled in French III have either successfully completed the Level I and Level II courses at the middle or high school or have placed out of Levels I and II due to previous language study and/or established proficiency. French III provides students with additional opportunities to expand their listening, speaking, reading and writing skills as they create with 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. They identify main idea(s) and some details in discussions, presentations, and written texts within a cultural context; read and interpret authentic materials; narrate and describe in a series of sentences, groups of related sentences, and short cohesive passages in present, past and future time; and compose messages, announcements, personal notes and advertisements. Students continue to refine their knowledge and understanding of the French language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in French cultures, and by applying their knowledge and skills inside and outside the classroom setting. Integration of other disciplines is ongoing throughout the course. *Study of this language includes proficiency expectations in Interpretive Listening and Reading, Interpersonal Communication, and Presentational skills in both speaking and in writing. Novice High to Intermediate Low performance expectations are required for this course. 405 contact hours are required for Level II courses (this includes the hours accumulated in Level I and Level II courses).*

## French IV Honors

**Course Number:** 11045X0

**Prerequisite:** French III

**Credits:** 1

**Schools:** P

Students enrolled in French IV have successfully completed the Level III courses at the middle or high school or have placed out of Levels I-III due to previous language study and/or established proficiency. A major focus of French IV 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. The emphasis of this course can vary, as described above. 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 French culture(s) and their influence throughout the world. Students are able to connect the French language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside the classroom setting. *Study of this language includes proficiency expectations in Interpretive Listening and Reading, Interpersonal Communication, and Presentational skills in both speaking and in writing. Intermediate Low to Intermediate Mid performance expectations are required for this course. 540 contact hours are required for Level II courses*

(this includes the hours accumulated in Level I, Level II and Level III courses).

## Chinese I

**Course Number:** 11212X0

**Prerequisite:** None

**Credits:** 1

**Schools:** W

Chinese I is an introduction to the study of the Chinese language and its culture and may be taken in high school. Students perform the most basic functions of the language and become familiar with some elements of its culture. Students will learn the Pinyin Romanization system, Chinese characters, and basic Chinese grammar. The emphasis is placed on the development of the four skills of listening, speaking, reading and writing within a given context extending outside the classroom setting when possible. The content focuses on the student's lives and experiences, and includes an exposure to everyday customs and lifestyles. A general introduction to the culture, the products (e.g., literature, laws, food, games), perspective (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 Chinese language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course. *Study of this language includes proficiency expectations in Interpretive Listening and Reading, Interpersonal Communication, and Presentational skills in both speaking and in writing. Novice Low to Novice Mid performance expectations are required for this course. 135 contact hours are required for Level I courses.*

## Chinese II

**Course Number:** 11222X0

**Prerequisite:** Chinese I

**Credits:** 1

**Schools:** W

Students enrolled in Chinese II have either successfully completed a Level I course at the high school or have placed out of Chinese I due to previous language study and/establish proficiency. The course provides students with opportunities to continue the development of their listening, speaking, reading and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time, inside and outside of the classroom setting. They compose related sentences, which narrate, describe, compare, and summarize familiar topics from the Chinese culture. Focus is placed on understanding main ideas in simple texts. Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the Chinese culture. Integration of other disciplines is ongoing throughout the course. *Study of this language includes proficiency expectations in Interpretive Listening and Reading, Interpersonal Communication, and Presentational skills in both speaking and in writing. Novice Mid to Novice High performance expectations are required for this course. 270 contact hours are required for Level II courses (this includes the hours accumulated in the Level I course).*

## Chinese III

**Course Number:** 11235X0

**Prerequisite:** Chinese II

**Credits:** 1

**Schools:** W

Chinese III is considered Intermediate Chinese. Students enrolled in Chinese III have either successfully completed the Level I and Level II courses at the high school or have placed out of Levels I and II due to

previous language student and/or established proficiency. Chinese III provides students with additional opportunities to expand their listening, speaking, reading and writing skills as they create with 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, initial and maintain face-to-face communication. They identify main ideas(s) and some details in discussions, presentations, and written texts within a cultural context; read and interpret authentic materials; narrate and describe in a series of sentences, groups of related sentences and short cohesive passages in present, past and future time; and compose messages, announcements, personal notes and advertisements. Students continue to refine their knowledge and understanding of the Chinese language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstration behavior appropriate in Chinese cultures, and by applying their knowledge and skills inside and outside the classroom setting. Integration of other skills inside and outside the classroom setting. Integration of disciplines is ongoing through the course. *Study of this language includes proficiency expectations in Interpretive Listening and Reading, Interpersonal Communication, and Presentation skills in both speaking and in writing. Novice High to Intermediate Low performance expectations are required for this course. 405 contact hours are required for Level II courses (this includes the hours accumulated in Level I and Level II courses).*

## Chinese IV

**Course Number:** 11245X0

**Prerequisite:** Chinese III

**Credits:** 1

**Schools:** W

Chinese IV is a continuation of Intermediate Chinese. Students enrolled in Chinese IV have successfully completed the Level III course at the high school or have placed out of Levels I-III due to previous language student and/or established proficiency. A major focus of Chinese IV 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. The emphasis of this course can vary, as described above. 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 Chinese culture(s) and their influence throughout the world. Students are able to connect the Chinese language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside the classroom setting. *Study of this language includes proficiency expectations in Interpretive Listening and Reading, interpersonal Communication, and Presentational skills in both speaking and in writing. Intermediate Low to Intermediate Mid performance expectations are required for this course. 540 contact hours are required for Level II courses (this includes the hours accumulated in Level I, Level II and Level III courses).*



## Spanish I

**Course Number:** 11412X0

**Prerequisite:** None

**Credits:** 1

**Schools:** E P R S T U W

Spanish I is an introduction to the study of the Spanish language and its culture and may be taken in middle or high school. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading and writing within a given context extending outside the classroom setting when possible. The content focuses on the student's lives and experiences, and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions. A general introduction to the culture, the products (e.g., literature, laws, food, 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 Spanish language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course. *Study of this language includes proficiency expectations in Interpretive Listening and Reading, Interpersonal Communication, and Presentational skills in both speaking and in writing. Novice Low to Novice Mid performance expectations are required for this course. 135 contact hours are required for Level I courses.*

## Spanish II

**Course Number:** 11422X0

**Prerequisite:** Spanish I

**Credits:** 1

**Schools:** E P R S T U W

Students enrolled in Spanish II have either successfully completed a Level I course at the middle school or high school or have placed out of Spanish I due to previous language study and establish proficiency. The course provides students with opportunities to continue the development of their listening, speaking, reading and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time, inside and outside of the classroom setting. They compose related sentences, which narrate, describe, compare, and summarize familiar topics from the Spanish culture. Focus is placed on understanding main ideas in simple texts. Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the Spanish culture. Integration of other disciplines is ongoing throughout the course. *Study of this language includes proficiency expectations in Interpretive Listening and Reading, Interpersonal Communication, and Presentational skills in both speaking and in writing. Novice Mid to Novice High performance expectations are required for this course. 270 contact hours are required for Level II courses (this includes the hours accumulated in the Level I course).*

## Spanish III Honors

**Course Number:** 11435X0

**Prerequisite:** Spanish II

**Credits:** 1

**Schools:** R S T U W

Students enrolled in Spanish III have either successfully completed the Level I and Level II courses at the high school or have placed out of Levels I and II due to previous language study and/or established proficiency. Spanish III provides students with additional opportunities to expand their listening, speaking, reading and writing skills as they create with 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. They identify main idea(s) and some details in discussions, presentations, and written texts within a cultural context; read and interpret authentic materials; narrate and describe in a series of sentences, groups of related sentences, and short cohesive passages in present, past and future time; and compose messages, announcements, personal notes and advertisements. Students continue to refine their knowledge and understanding of the Spanish language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in Spanish cultures, and by applying their knowledge and skills inside and outside the classroom setting. Integration of other disciplines is ongoing throughout the course. *Study of this language includes proficiency expectations in Interpretive Listening and Reading, Interpersonal Communication, and Presentational skills in both speaking and in writing. Novice High to Intermediate Low performance expectations are required for this course. 405 contact hours are required for Level III courses (this includes the hours accumulated in Level I and Level II courses).*

## Spanish IV Honors

**Course Number:** 11445X0

**Prerequisite:** Spanish III

**Credits:** 1

**Schools:** R S T U W

Students enrolled in Spanish IV have successfully completed the Level III courses at the high school or have placed out of Levels I-III due to previous language study and/or established proficiency. A major focus of Spanish IV 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. The emphasis of this course can vary, as described above. 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 Spanish culture(s) and their influence throughout the world. Students are able to connect the Spanish language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside the classroom setting. *Study of this language includes proficiency expectations in Interpretive Listening and Reading, Interpersonal Communication, and Presentational skills in both speaking and in writing. Intermediate Low to Intermediate Mid performance expectations are required for this course. 540 contact hours are required for Level IV courses (this includes the hours accumulated in Level I, Level II and Level III courses).*

## Spanish V Honors

**Course Number:** 11455X0

**Prerequisite:** Spanish III

**Credits:** 1

**Schools:** U

Students enrolled in this course have successfully completed Level IV or have placed out of Levels I-IV due to previous language study and/or established proficiency. This course emphasizes the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines, and in formal and informal settings, rather than focusing on any specific subject matter. Emphasis is placed on comprehension of the spoken and written target language in various contexts, coherent and resourceful communication, and the organization and sharing of oral presentations and written compositions. This course also focuses on reading major works of Spanish literature and written language proficiency. *Study of this language includes proficiency expectations in Interpretive Listening and Reading, Interpersonal Communication, and Presentational skills in both speaking and in writing. Intermediate Mid to Intermediate High performance expectations are required for this course. 675 contact hours are required for Level V courses (this includes the hours accumulated in Level I, Level II, Level III and Level IV courses).*

## Spanish Heritage I

**Course Number:** 11492X0

**Prerequisite:** Spanish is student's native/heritage language

**Credits:** 1

**Schools:** R S

This class is intended for students who: are raised in a home where a language other than English is spoken; understand and/or speak the heritage language; and are, to some degree, bilingual in English and in the heritage language. The Spanish for Native Speakers class offers Hispanic students who are already able to converse and understand Spanish an opportunity to maintain, develop, and refine their language. These students will receive instruction that allows them to maintain strengths in their heritage language while developing new ones, particularly in the areas of reading and writing.

## Spanish Heritage II Honors

**Course Number:** 11505X0

**Prerequisite:** Spanish for Native Speakers I

**Credits:** 1

**Schools:** R S

Students will continue instruction that allows them to maintain strengths in their heritage language while developing new ones, particularly in the areas of reading and writing. *In 2000, the University of North Carolina instituted a two-year foreign language admissions requirement beginning in the fall of 2004. As a result, the State Board of Education adopted a two-year foreign language requirement for all students graduating in 2004 in the college/university preparation course of study. The Spanish for Native Speakers courses will give heritage language speakers the opportunity to meet this two-year graduation requirement. In addition, upon completion of these two courses, students can proceed to the Advanced Placement (AP®) Spanish where they will be joined by fourth-year students who are studying Spanish as a foreign language.*

## Spanish Immersion Internship

**Course Number:** 96102X056

**Prerequisite:** Spanish for Native Speakers I

**Credits:** 1

**Schools:** W

The Spanish Internship allows for additional development of Spanish speaking skills in a Spanish Immersion classroom. Internships allow students to observe and participate in 100% Spanish speaking classrooms and be totally immersed in the language. Student interns will work hand in hand with Spanish speaking students to assist them with classroom activities. Interns will work with classroom teachers on lesson plans for their students as the teacher seems fit. *This course is graded on a pass/fail basis and does not count in the student's GPA calculation.*

# MATHEMATICS

analysts and financial analysts. Students will be prepared for college level algebra, statistics, and discrete mathematics courses.

## AP<sup>®</sup> Calculus AB

**Course Number:** 2A007X0

**Prerequisite:** Pre-Calculus Honors or Calculus Honors and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P S T W

Advanced Placement<sup>®</sup> Calculus AB level is a course in introductory calculus with elementary functions. It is intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, trigonometry, and analytic geometry. Calculus AB covers at least as much material as a standard first semester of college calculus. Students are recommended and highly encouraged to take an Advanced Placement<sup>®</sup> Exam that is taken at student expense. If a score of three, four, or five on the AP<sup>®</sup> Exam is achieved, students may receive three or six hours of college credit. Students should check with their school counselor on the policy of the college of their choice. *This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.*

## AP<sup>®</sup> Statistics

**Course Number:** 2A037X0

**Prerequisite:** NC Math 3 and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** R S T

This course will cause students to explore data to discover, anticipate, and understand patterns. Students will use probability theory and simulation, as well as statistical inference. Students are highly encouraged and recommended to take an Advanced Placement<sup>®</sup> Exam that is taken at student expense. If a score of three, four, or five on the AP<sup>®</sup> Exam is achieved, students may receive three or six hours of college credit. Students should check with their school counselor on the policy of the college of their choice. *This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.*

## Calculus Honors

**Course Number:** 28005X02

**Prerequisite:** Pre-Calculus Honors and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** P

This course develops students' understanding of the concepts of beginning calculus (graphs, functions, limits, the tangent line problem, and the area problem) and provides experience with methods and applications. Technology will be used regularly for instruction and assessment. Topics will be covered in more depth with emphasis on expanded thinking skills. Students who will be taking AP<sup>®</sup> Calculus must take this course.

## Discrete Mathematics for Computer Science

**Course Number:** 24012X0

**Prerequisite:** NC Math 3 and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** P S W

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

## Discrete Mathematics for Computer Science Honors

**Course Number:** 24015X0

**Prerequisite:** NC Math 3 and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** P S W

The purpose of this course is to introduce discrete structures that are the backbone of computer science. Honors Discrete Mathematics for Computer Science 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. This course extends on Discrete topics by introducing more applications and connections to higher mathematics. 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.

## Foundations of NC Math 1

**Course Number:** 20902X0

**Prerequisite:** Teacher/Principal Recommendation

**Credits:** 1

**Schools:** P S T U

This course is designed to introduce students to algebraic concepts and skills. The students will receive one elective credit. After successful completion of this course, students will take NC Math 1 to further complete graduation requirements in math.

## NC Math 1

**Course Number:** 21092X0

**Prerequisite:** None

**Credits:** 1

**Schools:** E P R C S T U W

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The Geometry standards that appear in this course formalize and extend student's geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout the course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Successful completion of NC Math 1 is required for graduation. *\*This course has an End-of-Course test requirement – students must score a Level III or above to be deemed proficient.*

## NC Math 2

**Course Number:** 22092X0

**Prerequisite:** NC Math 1

**Credits:** 1

**Schools:** E P R S T U W

NC Math 2 is the study of simple spatial relationships. Students learn plane and solid geometric concepts, apply theorems, and develop logical reasoning and problem solving through the use of proofs. The purpose of the Geometry course is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this NC Math 2 course and the historical approach taken in earlier classes. For example, transformations are emphasized early in the course. Mathematical Practices apply throughout each course at the high school level and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Successful completion of NC Math 2 is required for graduation. This course is generally required for college entrance and is the second course in the Future Ready mathematics pathway.

## NC Math 2 Honors

**Course Number:** 22095X0

**Prerequisite:** NC Math 1 and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R C S T U W

The Honors NC Math 2 course continues to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in earlier classes. For example, transformations are emphasized early in the course. Mathematical Practices apply throughout each course at the high school level and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Honors NC Math 2 demands a more challenging approach to the student's study of geometric concepts. Students will rely primarily on deductive methods of proof in their study of two- and three-dimensional geometric figures. Students will have opportunities to take greater responsibility for their learning. Reasoning skills will be emphasized and students will broaden their use of the coordinate plane. Appropriate technology should be used regularly for instruction and assessment. Students enrolled should expect to proceed at a rigorous pace. This course is recommended for students who did very well in NC Math 1. Successful completion of NC Math 2 is required for graduation. NC Math 2 is generally required for college entrance and is the second course in the Future Ready mathematics pathway.

## NC Math 3

**Course Number:** 23092X0

**Prerequisite:** NC Math 2

**Credits:** 1

**Schools:** E P R S T U W

Building on their work with linear, quadratic and exponential functions, students in NC Math 3 extend their repertoire of functions to include polynomial, rational and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards continue to be applied throughout this course and together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of problem situations. This course is designed to extend the concepts and skills developed in NC Math 1 and NC Math 2 and to introduce more topics. Stress is on gaining a mature analytical thought process. This course is generally required for college entrance and is the third course in the Future Ready mathematics pathway. *\*This course has an End-of-Course test requirement – students must score a Level III or above to be deemed proficient.*

## NC Math 3 Honors

**Course Number:** 23095X0

**Prerequisite:** NC Math 2 and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R C S T U W

Honors NC Math 3 provides students with an opportunity to build on their work with linear, quadratic and exponential functions. Students in NC Math 3 extend their repertoire of functions to include polynomial, rational and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards continue to be applied throughout this course and together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of problem situations. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Emphasis will be placed on higher order thinking skills that impact practical and increasingly complex applications, modeling, and algebraic proof. Appropriate technology should be used regularly for instruction and assessment. This course is generally required for college entrance and is the third course in the Future Ready mathematics pathway. *\*This course has an End-of-Course test requirement – students must score a Level III or above to be deemed proficient.*

## NC Math 4

**Course Number:**

**Prerequisite:** NC Math 3

**Credits:** 1

**Schools:** E R C S T U W

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.

## NC Math 4 Honors

**Course Number:**

**Prerequisite:** NC Math 3

**Credits:** 1

**Schools:** E R C S U W

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. The honors course will extend on these topics bringing in more applications and connections to higher mathematics. 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.

## Honors Pre-Calculus

**Course Number:** 24035X0

**Prerequisite:** Advanced Functions and Modeling or NC Math 3 and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R C S T U W

The purpose of Precalculus is to build 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.

# SCIENCE

## Anatomy & Physiology Honors

**Course Number:** 33305X0

**Prerequisite:** Biology, Chemistry and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** P T

Students enrolling in Honors Human Anatomy and Physiology should be highly motivated and have an interest in a Health related field in college, such as the medical field. This in-depth course will cover the twelve systems of the human body and correlate the relationship of structure and function. This honors course will go into more depth and cover more information than the standard level.

## AP® Environmental Science

**Course Number:** 3A027X0

**Prerequisite:** Biology, Chemistry and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R S T W

AP® Environmental Science will cover major environmental topics and is designed for the student who has completed one year of life science, one year of a physical science, and at least one year of algebra. The flow of energy, cycling of matter, Earth's geologic history and dynamics, atmospheric history and dynamics, structure of the ecosystem, evolution of life, human population dynamics, renewable and nonrenewable resources, environmental quality of air, water, and soil, global changes and their consequences, and economic, cultural, ethical, and regulatory environmental issues will be covered in the course. AP® Environmental Science includes a strong laboratory investigation component through firsthand observation. Students will critically observe, conduct experiments, utilize appropriate instrumentation, analyze data and communicate meaningful conclusions about environmental investigations. Outdoor investigations may be required. Students are highly encouraged and recommended to take an Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® Exam is achieved, students may receive three or six hours college credit. Students should check with their school counselor on the policy of the college of their choice. *This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.*

## AP® Biology

**Course Number:** 3A007X0

**Prerequisite:** Biology, Chemistry, Biology II Honors and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E R S W

This Advanced Placement® course is designed for juniors or seniors who are interested in a life science major. Study of the cell, molecular structure, organ systems, organisms, and ecological systems are emphasized. Students are highly encouraged and recommended to take an Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® Exam is achieved, students may receive three or six hours college credit. Students should check with their school counselor on the policy of the college of their choice. *This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.*

## AP® Chemistry

**Course Number:** 3A017X0

**Prerequisite:** Chemistry II Honors and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P S T W

Students who are interested in a science major in college should take this AP® course. It is a fast-paced, in-depth course including topics, such as chemical reactions and reaction rates, and the structure of matter. Students are highly encouraged and recommended to take an Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® Exam is achieved, students may receive three or six hours of college credit. Students should check with their school counselor on the policy of the college of their choice. *This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.*

## AP® Physics I: Algebra Based

**Course Number:** 3A057X0

**Prerequisite:** None

**Credits:** 1

**Schools:** S

In Advanced Placement® Physics I, students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on the following six big ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world: 1) Objects and systems have properties such as mass and charge. Systems may have internal structure. 2) Fields existing in space can be used to explain interactions. 3) The interactions of an object with other objects can be described by forces. 4) Interactions between systems can result in changes in those systems. 5) Changes that occur as a result of interactions are constrained by conservation laws. 6) Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena. Students are recommended and highly encouraged to take an Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® Exam is achieved, students may receive three or six hours college credit. Students should check with their school counselor on the policy of the college of their choice. *This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.*

## Biology

**Course Number:** 33202X0

**Prerequisite:** None

**Credits:** 1

**Schools:** E P R S T U W

Biology is the study of all life on earth. General areas of study in this course include: the basic unit of life, the cell, how living things are alike and different, the importance of all five kingdoms of organisms and how life continues from age to age. The methods used in teaching this course are laboratory experiences, classroom discussions, group work, lectures and field trips. *\*This course has an End-of-Course test requirement – students must score a Level III or above to be deemed proficient.*

## Biology Honors

**Course Number:** 33205X0

**Prerequisite:** Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R C S T U W

In Honors Biology, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. In addition to the NC Essential Standards goals and objectives, students are expected to: design and carry out several independent investigations of biological questions, read and report on recent research in biology, and demonstrate a more in-depth conceptual understanding of all biology objectives. *\*This course has an End-of-Course test requirement – students must score a Level III or above to be deemed proficient.*

## Biology II Honors

**Course Number:** 33215X0

**Prerequisite:** Biology, Chemistry and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** W

Students enrolling in Honors Biology II should be highly motivated and have an interest in majoring in a science related field in college. This in-depth course will cover topics concerning the biochemistry of the cell, cell structures and functions, genetics and eugenics, biotechnology, and the various life forms on Earth. Laboratory exercises will be an integral part of the curriculum.

## Chemistry

**Course Number:** 34202X0

**Prerequisite:** NC Math 3 or Enrolled in NC Math 3

**Credits:** 1

**Schools:** S T U

This course is a study of the language and methods of chemistry. Through instruction and laboratory work, the student will be introduced to the chemical and physical properties of compounds, atomic structure, types of chemical reactions, concepts of chemical bonding, the fundamental chemical laws and theories, and the periodic relationships of elements and their compounds. The laboratory exercises will emphasize the development of proper laboratory techniques and the proper preparation of the laboratory report. The student will be encouraged to think critically, to make accurate observations, to gather accurate experimental data, and to use this information in drawing definite conclusions and generalizations.

## Chemistry Honors

**Course Number:** 34205X0

**Prerequisite:** NC Math 3 or Enrolled in NC Math 3 and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R C S T U W

In Honors Chemistry students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. The course will include the additional honors objectives and an in-depth study of at least two of the listed enrichment topics. Students will design and complete at least one in-depth independent study of chemistry directed questions. The curriculum will integrate inquiry and technology to explore the world of chemistry.

## Chemistry II Honors

**Course Number:** 34215X0

**Prerequisite:** Chemistry and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** P S T W

This course is designed to allow highly motivated students the opportunity to develop an appreciation of chemistry and how it will integrate with all other sciences. Students will become more adept in their scientific writing by the completion of formal scientific and lab writings. The course encourages students to continue their investigation of the structure of matter along with chemical reactions and the conservation of energy in these reactions. Inquiry is applied to the study of the transformation, composition, structure, and properties of substances. The course focuses on basic chemical concepts and incorporates activities that promote investigations to reinforce the concepts. The curriculum includes inquiry into the following content areas: Structure of atoms, structure and properties of matter, chemical reactions, conservation of energy and matter, interaction of energy and matter. Honors Chemistry II is designed to excite students about science, while reinforcing concepts mastered in Chemistry. Highly motivated students who are considering a career in science or related fields should take this course. This in-depth course will offer numerous lab experiences to show visually the concepts discussed, as well as to develop accurate skills of measurement, observation, reasoning, and communication.

## Earth & Environmental Science

**Course Number:** 35012X0

**Prerequisite:** None

**Credits:** 1

**Schools:** E P R S T U W

Earth/Environmental Science is the study of the function of the earth's systems. This course focuses on the concepts of matter, energy, crustal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth's system. Students will explore this curriculum by utilizing active learning strategies, including lab investigations, demonstrations, class discussions, group work and lecture.

## Earth & Environmental Science Honors

**Course Number:** 35015X0

**Prerequisite:** Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R C S T U W

In Honors Earth/Environmental Science students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. In order to develop a greater understanding of the processes that shape our everyday lives, the curriculum will integrate inquiry investigations and a variety of technologies with the study of earth as a system. The impacts of human activities on earth systems will also be a focus. The results of student investigations should be communicated through presentations and formal laboratory reports. Enrichment and integration with other disciplines is encouraged.

## Ecology Honors

**Course Number:** 35105X0

**Prerequisite:** None

**Credits:** 1

**Schools:** W

Ecology is a laboratory science course that enables students to develop an understanding of the natural and man-made environment and the environmental problems the world faces. Students explore ecological concepts through an inquiry approach. Embedded standards of inquiry, technology and engineering are taught in the context of the content standards for individuals, populations, communities, biomes, humans and sustainability.

## Forensic Science Honors

**Course Number:** 30205X01

**Prerequisite:** Biology, Chemistry and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** T U

This course focuses on the collection, identification and analysis of crime scene evidence. Emphasis will be placed on the methods that link suspect, victim, and crime scene. Laboratory exercises will include fingerprinting, handwriting analysis, ballistics, blood typing, hair and fiber examination, and DNA analysis. Case studies and current events will be explored.

## Physical Science

**Course Number:** 34102X0

**Prerequisite:** NC Math 1 Recommended

**Credits:** 1

**Schools:** E P R S T U W

This course introduces the student to concepts and principles dealing with basic chemistry (the study of chemical composition, properties, and processes of matter) and physics (the study of the physical composition, properties, and processes of mechanics, heat, light, sound and electricity). Scientific terminology, investigations, demonstrations, and experiments are the basis of this course. Laboratory experiences are provided.

## Physics Honors

**Course Number:** 34305X0

**Prerequisite:** Recommended and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** S

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. Teachers should include an in-depth study of at least two of the following enrichment topics: optics, nuclear, modern physics, electromagnetism, thermodynamics, or engineering. Honors Physics is an appropriate course for students with a strong mathematics and science background.



## American History: Founding Principles - Civics & Economics

**Course Number:** 42092X0

**Prerequisite:** World History Recommended

**Credits:** 1

**Schools:** E P R S T U W

Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens.

## American History: Founding Principles - Civics & Economics Honors

**Course Number:** 42095X0

**Prerequisite:** World History Recommended and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R C S T U W

Honors Civics and Economics should cover the material in greater complexity, novelty, acceleration and/or pacing, and reflect a defensible differentiated curriculum. Expanded thinking skills are emphasized.

## American History I

**Course Number:** 43042X0

**Prerequisite:** AH Founding Principles-Civics & Economics

**Credits:** 1

**Schools:** E P R S T U W

There will be two required American History courses at the high school level. American History I 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 Honors

**Course Number:** 43045X0

**Prerequisite:** AH Founding Principles-Civics & Economics and Teacher/Principal Rec

**Credits:** 1

**Schools:** E P R C S T U W

Honors American History I provides the opportunity for advanced work, rigorous academic study, and the practical application of the major ideas and concepts found in the study of the United States. The essential standards of American History I have been designed to provide a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society over time. Students will continue to build upon previous studies of American History, the fundamental concepts in civics and government, economics, culture and geography taught in grades kindergarten through eight and use skills of historical analysis as they examine American history. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations. The use of expanded thinking skills is emphasized.

## American History II

**Course Number:** 43052X0

**Prerequisite:** American History I recommended

**Credits:** 1

**Schools:** E P R S T U W

There will be two required American History courses at the high school level. American History II will guide students from the late nineteenth century time period through the early 21<sup>st</sup> 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 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 II Honors

**Course Number:** 43055X0

**Prerequisite:** American History I recommended

**Credits:** 1

**Schools:** E P R C S T U W

Honors American History II provides the opportunity for advanced work, rigorous academic study, and the practical application of the major ideas and concepts found in the study of the United States. The essential standards of American History II have been designed to provide a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society over time. Students will continue to build upon previous studies of American History, the fundamental concepts in civics and government, economics, culture and geography taught in grades kindergarten through eight and use skills of historical analysis as they examine American history. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations. The use of expanded thinking skills is emphasized.

## AP<sup>®</sup> European History

**Course Number:** 4A017X0

**Prerequisite:** World History and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** P

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. Students are recommended and highly encouraged to take an Advanced Placement<sup>®</sup> Exam that is taken at student expense. If a score of three, four, or five on the AP<sup>®</sup> Exam is achieved, students may receive three or six hours college credit. Students should check with their school counselor on the policy of the college of their choice. *This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.*

## AP® US Government & Politics

**Course Number:** 4A067X0

**Prerequisite:** AH Founding Principles-Civics & Economics and Teacher/Principal Recommendation  
**Credits:** 1

**Schools:** E S

This course will give students an analytical perspective on government and politics in the United States. It includes both the study of general concepts used to interpret U. S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U. S. politics. The following topics will be the focus of this course: (1) constitutional underpinnings of the United States government, (2) political beliefs and behaviors, (3) political parties, interest groups, and mass media, (4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties. Students are recommended and highly encouraged to take an Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® Exam is achieved, students may receive three or six hours of college credit. Students should check with their school counselor on the policy of the college of their choice. *This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.*

## AP® Human Geography

**Course Number:** 4A027X0

**Prerequisite:** None

**Credits:** 1

**Schools:** R

Advanced Placement® Human Geography is a course that introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). The AP Geography course is equivalent to an introductory college-level course in human geography. Students should be able read college-level texts and write grammatically correct complete sentences. *This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.*

## AP® US History

**Course Number:** 4A077X0

**Prerequisite:** AH Founding Principles-Civics & Economics or US Studies Honors and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R S T

Advanced Placement® United States History is a course that meets one of the history credits required for graduation and serves as a freshman college level course that may allow capable seniors to earn college credit. This course provides an analytical and historical study of the United States by examining the major trends and events spanning United States history. Students are recommended and highly encouraged to take an Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® Exam is achieved, students may receive three or six hours of college credit. Students should check with their school counselor on the policy of the college of their choice. *This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.*

## AP® World History: Modern

**Course Number:** 4A097X0

**Prerequisite:** World History and Teacher/Principal Recommendation  
**Credits:** 1

**Schools:** P T

This course will survey world history from prehistoric times to the modern age with an emphasis on the past millennium. The AP® World History course requires students to engage with the dynamics of continuity and change across historical periods that are included in the course. Students will be taught to analyze the process and causes involved in these continuities and change. In order to do so, students will be taught to focus on overarching themes which serve throughout the course as unifying threads, helping students to put what is particular about each period or society into a larger framework. The themes also provide ways to make comparisons over time and facilitate cross-period questions. Students are recommended and highly encouraged to take an Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® Exam is achieved, students may receive three or six hours of college credit. Students should check with their school counselor on the policy of the college of their choice. *This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.*

## Turning Points in American History Honors

**Course Number:** 43095X0

**Prerequisite:** AH Founding Principles-Civics & Economics and Teacher/Principal Recommendation  
**Credits:** 1

**Schools:** S U

This course emphasizes, in greater depth, 10-15 key turning points in American History. These turning points hinge on events in US History, caused by, and subsequently contributing to, major social, cultural, political, and/or economic events. It is meant to be a historiography course.

## US Studies Honors

**Course Number:** 48005X01

**Prerequisite:** AH Founding Principles-Civics & Economics and Teacher/Principal Recommendation  
**Credits:** 1

**Schools:** E P R

This course is designed to examine current social problems, changing trends, and events of political, historical and socio-economic relevance between 1945 and the present. Areas of study may include The Cold War, The Nuclear Age, Vietnam, major crises in foreign policy, civil rights, Supreme Court decisions, and trends in the cultural arts. Expanded thinking skills are emphasized and writing assignments are designed to supplement proficiencies necessary for the AP® Exam. Students may be required to complete a summer reading packet and related assignments.

## World History

**Course Number:** 43032X0

**Prerequisite:** None

**Credits:** 1

**Schools:** E P R S T U W

World History is a course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. A historical approach will be at the center of the course. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them.

## World History Honors

**Course Number:** 43035X0

**Schools:** E P R C S T U W

**Prerequisite:** Teacher/Principal Recommendation

**Credits:** 1

Honors World History provides the opportunity for advanced work, rigorous study, and systematic study of major ideas and concepts found in the study of global history. Expanded thinking skills are emphasized.

# ARTS EDUCATION

The Arts Education program is comprised of courses in band, vocal music, visual arts, theatre arts, and dance. Students may be allowed to take multiple Arts Education courses for repeat credit. Course placement is determined by performance criteria as determined by proficiency/performance levels. Transfer students must demonstrate the same proficiency standards for placement in arts education courses.

## Music Theory

**Course Number:** 96105X02

**Prerequisite:** None

**Credits:** 1

**Schools:** U

This course is for students who wish to gain a better understanding of music and how music works. Music Theory is taught as an introduction to the theory of music through the learning of scale patterns, chords, melody, harmony, ear training, composition, and much more. This class will incorporate music examples from various periods in history, as well as music in today's society. Although a theory course, students will have several opportunities to engage themselves creatively throughout the semester through composition and group performances.

## AP® Music Theory

**Course Number:** 5A017X0

**Prerequisite:** Teacher/Principal Recommendation

**Credits:** 1

**Schools:** W

Advanced Placement® Music Theory is offered to students who can demonstrate music reading skills and a thorough understanding of all major and minor scales and key signatures. Students are recommended and highly encouraged to take an Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® Exam is achieved, students may receive three or six hours of college credit. Students should check with their school counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

## Choral Music

### Vocal Music (Beginning)

**Course Number:** 52302X01 (Men's)

**Course Number:** 52302X02 (Women's)

**Course Number:** 52302X03 (Mixed)

**Prerequisite:** None

**Credits:** 1

**Schools:** (Men's) W

**Schools:** (Women's) R W

**Schools:** (Mixed) E P R S T U W

Beginning students at the high school level should have the desire to achieve the beginning level high school standards for music. Students will learn how to use their voices musically and demonstrate their ability to perform various styles of music and rhythm. Students will participate in all public performances; field trips and off-campus performances may be required by the instructor. Some Saturday rehearsals and competitions may be scheduled. Participation in these courses prepares students for further education and/or a career in choral music. Students may take this course multiple times.

### Vocal Music (Intermediate)

**Course Number:** 52312X01 (Men's)

**Course Number:** 52312X02 (Women's)

**Course Number:** 52312X03 (Concert Choir)

**Prerequisite:** Beginning Chorus or Performance Audition

**Credits:** 1

**Schools:** (Men's) W

**Schools:** (Women's) E R W

**Schools:** (Concert Choir) E P R S T U W

Intermediate students at the high school level should have successfully completed the beginning level high school standards for music. Students will demonstrate their ability to sing musically and perform various styles of music and rhythm. Students will participate in all public performances; field trips and off-campus performances may be required by the instructor. Some Saturday rehearsals and competitions may be scheduled. Participation in these courses prepares students for further studies in choral music. Students may take this course multiple times.

### Vocal Music (Proficient) Honors

**Course Number:** 52325X01 (Men's)

**Course Number:** 52325X02 (Women's)

**Course Number:** 52325X03 (Choral Ensemble)

**Prerequisite:** Intermediate Chorus or Performance Audition

**Credits:** 1

**Schools:** (Men's) W

**Schools:** (Women's) R W

**Schools:** (Choral Ensemble) E P R S T U W

Proficient students at the high school level should have successfully completed the intermediate level high school standards for music. Students taking this course are eligible for Honors credit. Students will demonstrate independent ability to learn and perform various styles of music and rhythm. Students will participate in all public performances; field trips and off-campus performances may be required by the instructor. Some Saturday rehearsals and competitions may be scheduled. Participation in these courses prepares students for further studies in choral music. Students may take this course multiple times.

### Vocal Music (Advanced) Honors

**Course Number:** 52335X01 (Men's)

**Course Number:** 52335X02 (Women's)

**Course Number:** 52335X03 (Choral Ensemble)

**Prerequisite:** Honors Proficient Chorus or Performance Audition

**Credits:** 1

**Schools:** (Men's) W

**Schools:** (Women's) W

**Schools:** (Choral Ensemble) E P R S T U W

Advanced students at the high school level should have successfully completed the intermediate level high school standards for music. Students taking this course are eligible for Honors credit. Students will demonstrate independent ability to learn and perform various styles of music and rhythm. Students will participate in all public performances; field trips and off-campus performances may be required by the instructor. Some Saturday rehearsals and competitions may be scheduled. Participation in these courses prepares students for further studies in choral music. Students may take this course multiple times.

## Instrumental Music

### Band (Beginning)

**Course Number:** 52552X0

**Prerequisite:** Middle School Band Proficiency

**Credits:** 1

**Schools:** P R S T U W

Beginning students at the high school level should have the desire to achieve the beginning level high school standards for music. Students will learn how to play musically and demonstrate their ability to perform various styles of music and rhythm. Students will participate in all public performances; field trips and off-campus performances may be required by the instructor. Some Saturday rehearsals and competitions may be scheduled. Participation in these courses prepares students for further instrumental studies in music. Students may take this course multiple times.

### Band (Intermediate)

**Course Number:** 52562X0

**Prerequisite:** Performance Audition

**Credits:** 1

**Schools:** E P R S T U W

Intermediate Band students at the high school level should have successfully completed the 6-8 progression of instrumental music and met the beginning band proficiency standards. Students will participate in all public performances; field trips and off-campus performances may be required by the instructor. Some Saturday rehearsals and competitions may be scheduled. Participation in these courses prepares students for further instrumental studies in music. Students may take this course multiple times.

### Band (Proficient) Honors

**Course Number:** 52575X0

**Prerequisite:** Performance Audition

**Credits:** 1

**Schools:** E P R S T U W

Proficient Band students at the high school level should have successfully completed the intermediate band proficiency standards and will receive honors credit. These students will exhibit a higher degree of performance, leadership, and musical response. They will be expected to understand and explain the contextual relevancy of different genres of music and other academic courses. Students will participate in all public performances; field trips and off-campus performances may be required by the instructor. Some Saturday rehearsals and competitions may be scheduled. Participation in these courses prepares students for further instrumental studies in music. Students may take this course multiple times.

### Band (Advanced) Honors

**Course Number:** 52585X0

**Prerequisite:** Performance Audition

**Credits:** 1

**Schools:** E P S T U W

Advanced Band students at the high school level should have successfully completed the proficient band proficiency standards and will receive honors credit. These students will exhibit the highest degree of performance, leadership, and musical response. They will be expected to critique music in terms of aesthetic qualities, evaluate music performances, and execute the gestures of the conductor. Students will participate in all public performances; field trips and off-campus performances may be required by the instructor. Some Saturday rehearsals and competitions may be scheduled. Participation in these courses prepares students for further instrumental studies in music. Students may take this course multiple times.

### Jazz Band (Intermediate)

**Course Number:** 52562X01

**Prerequisite:** Performance Audition

**Credits:** 1

**Schools:** R S U

This group studies and performs a variety of literature, including swing, jazz, and rock. Each year, the group may perform at concerts, adjudicated festivals, and various civic occasions. Special emphasis is placed on developing improvisation skills and ensemble playing. Membership requires a high degree of musical skill and personal discipline. Students may take this course multiple times.

### Jazz Band (Proficient) Honors

**Course Number:** 52575X01

**Prerequisite:** Performance Audition

**Credits:** 1

**Schools:** R S

Students continue to study and perform a variety of literature, including swing, jazz, and rock and may be eligible for honors credit. Each year, the group may perform at concerts, adjudicated festivals, and various civic occasions. Special emphasis is placed on developing improvisation skills and ensemble playing. Music theory is taught through the different genres. Membership requires a high degree of musical skill and personal discipline. Students may take this course multiple times.

### Jazz Band (Advanced) Honors

**Course Number:** 52585X01

**Prerequisite:** Performance Audition

**Credits:** 1

**Schools:** S

Students continue to study and perform a variety of literature, including swing, jazz, and rock and may be eligible for honors credit. Students at the advanced level are expected to 1) improvise stylistically accurate harmonizing parts; 2) perform rhythmic and melodic variations on given melodies in pentatonic, major, and minor tonalities; and 3) create original melodies over chord progressions consistent in style, meter, and tonality. Membership requires a high degree of musical skill and personal discipline. Students may take this course multiple times.

### Percussion Ensemble (Intermediate)

**Course Number:** 52562X02

**Prerequisite:** Performance Audition

**Credits:** 1

**Schools:** E R S

The Percussion Ensemble is a small musical ensemble consisting of only percussion instruments. Students study a wide variety of music literature and perform on a wide range of percussion instruments. They increase their individual sticking technique along with learning complex rhythms and ensemble balance. It is expected that students will practice on a daily basis. Performing usually without a conductor, each member of the ensemble is responsible for maintaining the steady flow of the music. Students will participate in all public performances; field trips and off-campus performances may be required by the instructor. Some Saturday rehearsals and competitions may be scheduled. Students may take this course multiple times.

## Percussion Ensemble (Proficient) Honors

**Course Number:** 52575X02

**Prerequisite:** Performance Audition

**Credits:** 1

**Schools:** R S

Students continue to study a wide variety of music literature and perform on a wide range of percussion instruments and are eligible to receive honors credit. They increase their individual sticking technique along with learning complex rhythms and ensemble balance and may be required to play more than one instrument. Performing usually without a conductor, each member of the ensemble is responsible for maintaining the steady flow of the music. Students will participate in all public performances; field trips and off-campus performances may be required by the instructor. Some Saturday rehearsals and competitions may be scheduled. Students may take this course multiple times.

## Percussion Ensemble (Advanced) Honors

**Course Number:** 52585X02

**Prerequisite:** Performance Audition

**Credits:** 1

**Schools:** S

Students continue to study a wide variety of music literature and perform on a wide range of percussion instruments and are eligible to receive honors credit. Students will be required to compose original cadences and compositions for competition. Performing usually without a conductor, each member of the ensemble is responsible for maintaining the steady flow of the music. Students will participate in all public performances; field trips and off-campus performances may be required by the instructor. Some Saturday rehearsals and competitions may be scheduled. Students may take this course multiple times.

## Performing Arts

### Dance (Beginning)

**Course Number:** 51152X0

**Prerequisite:** Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E

Beginning Dance explores movement as a creative art form. Student learning includes opportunities to develop kinesthetic awareness, strength, flexibility, and care of the dance instrument while exploring expressive movement and various dance techniques. 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 movement. The study of dance in various cultures and historical periods will broaden students' understanding of dance as an art form. Students will create a portfolio which contains written and/or visual examples of their work.

### Dance (Intermediate)

**Course Number:** 51162X0

**Prerequisite:** Beginning Dance

**Credits:** 1

**Schools:** E

Dance II uses a modern dance-based approach that emphasizes students' acquisition of intermediate movement skills through the study of various dance techniques. Utilizing dance ensemble work, students continue to explore the elements of dance as both dancer and choreographer. Students extend their understanding of dance as an art form through an exploration of aesthetic and philosophical perspectives. Further awareness is enhanced through the study of dance in various cultures and historical periods. Students will maintain a portfolio which contains written and/or visual examples of their work.

## Dance (Proficient) Honors

**Course Number:** 51175X0

**Prerequisite:** Intermediate Dance and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E

Honors Proficient Dance is an advanced continuation of Intermediate Dance and addresses the goals of the North Carolina Standard Course of Study for Proficient Dance. Students will be required to be leaders within dance ensemble work and attain an intermediate level of technical skill while performing with greater fluency, precision, and articulation. Students will combine dance elements, choreographic principles, and technical / theatrical elements in the creation of meaningful choreography that will be performed for selected audiences. Students will maintain a portfolio which contains written and / or visual examples of their work.

## Dance (Advanced) Honors

**Course Number:** 51185X0

**Prerequisite:** Honors Proficient Dance and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E

Honors Advanced Dance is an advanced continuation of Proficient Dance and addresses the goals of the North Carolina Standard Course of Study for Advanced Dance. Students will be required to be leaders within dance ensemble work and attain an advanced level of dance technique as they refine their skills as both choreographer and performer. Using expanded aesthetic criteria, students analyze, synthesize, and evaluate their own choreography as well as works of others. Students will clearly express ideas as they examine the creative process of integrating movement with choreographic intent and perform for selected audiences. Students will maintain a portfolio which contains written and / or visual examples of their work.

## Theatre Arts (Beginning)

**Course Number:** 53152X0

**Prerequisite:** Performance Audition Recommended

**Credits:** 1

**Schools:** R S T U W

This course is designed as a survey course in the fundamentals of drama: acting techniques, improvisation, terminology, dramatic literature, history and philosophy of theatre. There will be opportunities for formal and or informal performance. Participation in this course provides an opportunity to develop self-discipline and confidence. Students may take this course multiple times.

## Theatre Arts (Intermediate)

**Course Number:** 53162X0

**Prerequisite:** Performance Audition

**Credits:** 1

**Schools:** R S T U W

Intermediate Theater Arts is designed for students who have successfully completed the Beginning Theatre Arts course. Intermediate Theater Arts is designed for students who wish to continue their exploration in theater. Students continue to explore the development of theater concepts through a workshop centered approach--working together to grow as artists and actors. This course provides a team approach to acting, movement, and performance. Students may take this course multiple times.

## Theatre Arts (Intermediate) Film and Production

**Course Number:** 53662X0

**Prerequisite:** None

**Credits:** 1

**Schools:** T

Intermediate Theater Arts Film and Production is designed for students to explore and discover storytelling, the fundamentals of film, its language, practices and techniques while creating film and video projects in production. The class makes use of a hands-on lab-based environment where teamwork and creation are emphasized. Projects lead to an understanding of media; its role in society as a language full of possibilities for creation, art and understanding. The semester concludes in the production of polished short films to be shown to an audience.

## Theatre Arts (Proficient) Honors

**Course Number:** 53175X0

**Prerequisite:** Performance Audition

**Credits:** 1

**Schools:** R S T U W

Proficient Theatre Arts is designed for students who have successfully completed the Intermediate Theatre Arts course and are eligible for Honor's credit. Students will use and develop their theatrical skills while working as part of an ensemble to understand, analyze and solve problems inherent in production. Students are engaged in the creation of formal and/or informal performance as a means to understand, analyze and develop theatrical skills in movement, voice, improvisation, style, and design. This course involves additional in-depth application of theatre arts knowledge, skills and processes. Students may take this course multiple times.

## Theatre Arts (Advanced) Honors

**Course Number:** 53185X0

**Prerequisite:** Performance Audition

**Credits:** 1

**Schools:** R S T U W

Advanced Theatre Arts is designed for students who have successfully completed the Proficient Theatre Arts course and are eligible for Honor's credit. It allows advanced drama students to refine theatre techniques while continuing to work as part of an ensemble engaged in the creation of theater. Studies include opportunities in voice production, technical theater, direction, character development, advanced scene study, stylistic models, and improvisational techniques. Students work in every aspect of theatre production in order to produce formal and/or informal performances. It will require students to become initiators of learning and accomplishment, as well as, demonstrate leadership and expertise. Students may take this course multiple times.

## Theatre Tech (Intermediate)

**Course Number:** 53622X0

**Prerequisite:** Performance Audition

**Credits:** 1

**Schools:** T W

This course is designed for students who wish to study basic elements and current trends of technical theatre. Work will include hands-on experiences in set and prop design, costume design, lighting design and sound design. Some time outside of class may be required for productions. Students may take this course multiple times.

## Theatre Tech (Proficient) Honors

**Course Number:** 53635X0

**Prerequisite:** Performance Audition

**Credits:** 1

**Schools:** T

This second level course is designed for students who wish to continue their study of technical theatre. Students are eligible for Honor's credit. Work will include hands-on experiences in set and prop design, costume design, lighting design and sound design. Some time outside of class may be required for productions. Students may take this course multiple times.

## Visual Arts

### Advanced Art Honors (Independent Study)

**Course Number:** 54645X0

**Prerequisite:** Intermediate Visual Arts and/or Teacher/Principal Recommendation

**Credits:** 1

**Schools:** P R T U

Advanced Art Independent Study is for the student who has successfully completed and met set criteria through the Intermediate level. These students will work in a self-directed manner to further develop their portfolio through art research and production. Exceptional initiative, serious involvement, and commitment are the expectations. Students must be driven and self-motivated to gain knowledge and apply learned techniques and processes to their own work. A digital portfolio of between 20-25 pieces evidencing high quality, a broad base of knowledge, and in-depth understanding of personal art forms is developed and refined. Students will take part in planning and installing an exhibition of their work, including a one page artist statement. This class can be taken more than once.

### AP® Studio Art: Drawing

**Course Number:** 5A047X0

**Prerequisite:** Proficient Visual Arts and/or Teacher/Principal Recommendation

**Credits:** 1

**Schools:** P R S T

AP® Studio Art: Drawing is for the student who has successfully completed and met set criteria through the Proficient level. These students will work in a self-directed manner to develop a portfolio of at least 24 artworks which address the concerns of sense of quality in student work, concentration on a particular visual problem in drawing, and the student's need for breadth of experience in the formal, technical and expressive means of the artist. Exceptional initiative, serious involvement, and commitment are the expectations, including a one page artist statement. Students will take part in planning and installing an exhibition of their work. Students are recommended and highly encouraged to take an Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® Exam is achieved, students may receive three or six hours college credit. Students should check with their school counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

## AP® Studio Art: 2D Design

**Course Number:** 5A027X0

**Prerequisite:** Proficient Visual Arts and/or Teacher/Principal Recommendation

**Credits:** 1

**Schools:** P R S T

AP® Studio Art: 2D Design is for the student who has successfully completed and met set criteria through the Proficient level. These students will work in a self-directed manner to develop a portfolio of at least 24 artworks which address the concerns of sense of quality in student work, concentration on a particular visual problem in 2D design, and the student's need for breadth of experience in the formal, technical and expressive means of the artist. Exceptional initiative, serious involvement, and commitment are the expectations. Students will take part in planning and installing an exhibition of their work, including a one page artist statement. Students are recommended and highly encouraged to take an Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® Exam is achieved, students may receive three or six hours of college credit. Students should check with their school counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

## AP® Studio Art: 3D Design

**Course Number:** 5A037X0

**Prerequisite:** Teacher/Principal Recommendation based on proficient visual art standards

**Credits:** 1

**Schools:** P R S T

AP® Studio Art: 3D Design is for the student who has successfully completed and met set criteria through the Proficient level. These students will work in a self-directed manner to develop a portfolio of at least 24 artworks which address the concerns of sense of quality in student work, concentration on a particular visual problem in 3D design, and the student's need for breadth of experience in the formal, technical and expressive means of the artist. Exceptional initiative, serious involvement, and commitment are the expectations. Students will take part in planning and installing an exhibition of their work, including a one-page artist statement. Students are recommended and highly encouraged to take an Advanced Placement® Exam that is taken at student expense. If a score of three, four, or five on the AP® Exam is achieved, students may receive three or six hours of college credit. Students should check with their school counselor on the policy of the college of their choice. This course may require summer and additional out of class assignments. Students should be aware of these requirements before registering for this course.

## Ceramics (Beginning)

**Course Number:** 54612X0

**Prerequisite:** None (10<sup>th</sup>-12<sup>th</sup> grades only)

**Credits:** 1

**Schools:** E S T

Beginning Ceramics is designed to give students basic instruction in the use of clay to produce both art and utilitarian objects. Emphasis will be placed on design and quality of work produced. Students will learn the techniques of pinch pots, coiling, slab, throwing on the wheel and glazing.

## Ceramics (Intermediate)

**Course Number:** 54622X0

**Prerequisite:** Beginning Ceramics and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E S T

Intermediate Ceramics is designed for students interested in pottery as a career. Students must have successfully completed the beginning level. Emphasis will be placed on the individual student's area of expertise and/or techniques. Students will be expected to produce a body of work that could be used for portfolio entrance on a college level.

## Fine Crafts (Beginning)

**Course Number:** 54612X01

**Prerequisite:** Beginning Visual Arts and/or Teacher/Principal Recommendation

**Credits:** 1

**Schools:** R T W

Beginning Fine Crafts is the foundation level for the Fine Crafts sequence. This course is designed for students who wish to explore multiple art media and techniques other than drawing and painting. Some of the media that students will be exposed to include: clay, other sculptural materials, fiber/fabric dyeing, stitching, paper, glass, wire, found objects and printmaking materials. Students will be introduced to various construction techniques and begin to understand the expressive qualities of the different art materials/media. Problem solving and decision-making skills are emphasized. Students are expected to continue to build their knowledge of the elements of art and principles of design, color theory, vocabulary, art criticism, art history, the cultural contexts of art making and safety in the art room as they produce 2D and 3D projects. Developing a beginning level portfolio is encouraged.

## Fine Crafts (Intermediate)

**Course Number:** 54622X01

**Prerequisite:** Beginning Fine Crafts and/or Teacher/Principal Recommendation

**Credits:** 1

**Schools:** R T W

Intermediate Fine Crafts continues to build on the technical skills and foundation knowledge acquired in Beginning Fine Crafts. Much of the media will be familiar to the students, and as such, the course will focus on refining construction techniques while moving students toward producing more creative, original artwork. A key part of this process is the students' ability to think critically about their own art making processes and assessing their work at various stages of production. The elements of art, principles of design, art history and understanding cultural and context and economics of art will be explored in a more in-depth manner through art criticism and art production. Students will continue to build a portfolio of between 10-15 pieces based on technical quality and a developing sense of personal style.

## Fine Crafts (Proficient) Honors

**Course Number:** 54635X01

**Prerequisite:** Intermediate Fine Crafts and/or Teacher/Principal Recommendation

**Credits:** 1

**Schools:** R W

Proficient Fine Crafts continues to work with a variety of media in more depth. Art processes and techniques are emphasized as students will be combining different media in their exploration of functionality and aesthetics of their work. Further appreciation of aesthetic issues will be developed as students explore art history, art criticism, and personal and cultural influences on the art making process. American modern art will be studied with a focus on mixed media, assemblage, jewelry and fiber artists. Students will continue to develop a digital portfolio of between 15-20 pieces based on technical quality, personal style, direction, and its intended purpose.



## Visual Arts (Beginning)

**Course Number:** 54152X0

**Prerequisite:** None

**Credits:** 1

**Schools:** E P R S T U W

Beginning Art is the foundation level for art study throughout high school. Students will have experiences in using two-dimensional, three-dimensional, and digital media. 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. Problem solving and decision-making are emphasized. Developing a beginning level portfolio is encouraged.

## Visual Arts (Intermediate)

**Course Number:** 54162X0

**Prerequisite:** Beginning Visual Arts and/or Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R S T U W

Intermediate Visual Art builds on the student's technical skills and foundation of knowledge developed in Beginning Visual Art. Elements of art and principles of design, color theory, vocabulary, and art history continue in a more in-depth manner through art criticism and art production. The approach to art is based more on informed choices in generating innovative solutions. Students will gain an appreciation for their own artwork and show a progression of skills through the development of a portfolio of between 10-15 pieces.

## Visual Arts (Proficient) Honors

**Course Number:** 54175X0

**Prerequisite:** Intermediate Visual Arts and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R S T U W

Proficient Visual Art is a more in-depth approach to the study of art processes and techniques, aesthetic issues, art criticism and art history. Teachers will help students form goals, become familiar with careers, and develop work habits of professionals. Knowledge of the arts in relation to culture, history, other disciplines, and careers will be promoted through visual, verbal and written means. Students will continue to develop a digital portfolio of between 15-20 pieces based on technical quality, personal style, direction, and its intended purpose.

## Visual Arts (Advanced) Honors

**Course Number:** 54185X0

**Prerequisite:** Proficient Visual Arts and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R S T U W

Advanced Visual Arts is for the student who has successfully completed and met set criteria through the Proficient level. These students develop, clarify, and apply their philosophy of art through in-depth, independent, and advanced explorations with media, techniques, processes, and aesthetics. Exceptional initiative, serious involvement, and commitment are the expectations. A digital portfolio of between 20-25 pieces evidencing high quality, a broad base of knowledge, and in-depth understanding of personal art forms is developed and refined. Students will take part in planning and installing an exhibition of their work, including a one-page artist statement.

# CAREER AND TECHNICAL EDUCATION

## What is CTE?

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 can be the first step in a pathway toward productive employment and citizenship.

The National Career Clusters® Framework serves as an organizing tool for Career and Technical Education (CTE) programs, curriculum design and instruction. There are 16 career clusters in the National Career Clusters® Framework, representing more than 70 Career Pathways to help learners navigate their way to greater success in college and career. The framework also functions as a useful guide in developing programs of study bridging secondary and postsecondary systems and for creating individual student plans of study for a complete range of career options. As such, it helps learners discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college and career.

Career clusters identify groups of occupations in the same field of work that require similar skills. Each cluster contains several smaller groups called career pathways that connect to educational programs, industries and careers. While a career cluster paints a broad picture of a group of occupations, a pathway helps students focus on and develop a clear, more informed educational plan over time. The structure of the National Career Clusters® Framework of 16 career clusters and more than 70 related career pathways supports students' growing career awareness and exploration.

For more information on career clusters, visit [www.nccareers.org](http://www.nccareers.org)

## CTE Concentrators

Concentrating in CTE can provide students a strong foundation of technical knowledge and employability skills to complement their academic studies and prepare them for both college and career options. To complete a CTE concentration, students must complete an approved career pathway program of study. Students completing a CTE concentration are designated as “CTE Concentrators” or “CTE Completers” and may be eligible for additional opportunities including:

- Participation in the National Technical Honor Society
- Career Endorsement on the North Carolina high school diploma
- National Career Readiness Certification through ACT WorkKeys® assessment system

A list of career pathway programs of study is provided on the following pages. Questions regarding career pathway programs of study offered at each high school or completing a CTE concentration should be directed to the Career Development Coordinator at each school.

## CAREER PATHWAY PROGRAMS OF STUDY

Career Cluster	Career Pathway	Required Courses for CTE Concentration
Agriculture, Food & Natural Resources	Animal Science	AA21 Animal Science I AA22 Animal Science II or AA23 Animal Science II Small Animal
Agriculture, Food & Natural Resources	Natural Resources	AN51 Natural Resources I AN52 Natural Resources II
Agriculture, Food & Natural Resources	Plant Systems	AP41 Horticulture I AP42 Horticulture II or AP44 Horticulture II Landscaping
Agriculture, Food & Natural Resources	Power, Structural, and Technical Systems	AS31 Agricultural Mechanics I AS32 Agricultural Mechanics II or AS33 Agricultural Mechanics II Small Engines
Architecture & Construction	Carpentry	IC00 Construction Core IC21 Carpentry I IC22 Carpentry II
Architecture & Construction	Interior Design	FI51 Interior Design I FI52 Interior Design II
Architecture & Construction	Masonry	IC00 Construction Core IC11 Masonry I IC12 Masonry II
Arts, Audio/Visual Technology & Communication	Adobe Academy	I131 Adobe Visual Design I132 Adobe Digital Design or I133 Adobe Video Design
Business Management & Administration	Entrepreneurship	ME11 Entrepreneurship I ME12 Entrepreneurship II
Business Management & Administration	General Management	BF10 Principles of Business and Finance BB40 Business Management I BB42 Business Management II
Education	Teaching/Training	FE21 Teaching as a Profession I FE22 Teaching as a Profession II
Finance	Financial Securities and Investments	BF10 Principles of Business and Finance BF21 Financial Planning I BF22 Financial Planning II
Health Science	Biomedical Technology	HU40 Health Science I HB11 Biotechnical Technology
Health Science	Healthcare Professional	HU40 Health Science I HU42 Health Science II

Career Cluster	Career Pathway	Required Courses for CTE Concentration
Hospitality & Tourism	Culinary Arts	FH10 Culinary Arts & Hospitality I FH12 Culinary Arts & Hospitality II FH13 Culinary Arts & Hospitality III
Hospitality & Tourism	National Academy Foundation	CN50 Principles of Hospitality (0.5 credit course) CN53 Customer Service (0.5 credit course) CN52 Hospitality Marketing (0.5 credit course) CN54 Sustainable Tourism (0.5 credit course)
Hospitality & Tourism	Sports & Entertainment Marketing	MH31 Sports & Entertainment Marketing I MH32 Sports & Entertainment Marketing II or MH42 Hospitality & Tourism
Hospitality & Tourism	Travel & Tourism	BF10 Principles of Business and Finance or MM51 Marketing MH42 Hospitality & Tourism
Human Services	Early Childhood Development & Services	FE60 Child Development FE11 Early Childhood Education (2 credit course)
Human Services	Food & Nutrition	FN41 Food and Nutrition I FN42 Food and Nutrition II
Information Technology	Computer Science	BP41 Computer Science I BP42 Computer Science II
Information Technology	SAS Computer Programming	BP41 Computer Science I or 0A02 AP Computer Sci Principles BP20 SAS Base Programming
Information Technology	AP Computer Science	0A02 AP Computer Science Principles 2A02 AP Computer Science
Manufacturing	Electronics	IM31 Electronics I IM32 Electronics II
Manufacturing	Metals Manufacturing	IM41 Metals Manufacturing I IM42 Metals Manufacturing II
Marketing	Sales	MI31 Sales I MI32 Sales II
Transportation, Distribution & Logistics	Automotive Services	IT11 Automotive Service Fundamentals IT16 Automotive Service I IT17 Automotive Service II
Transportation, Distribution & Logistics	Drone Technology	ID11 Drone Technology I ID12 Drone Technology II

## CTE CREDENTIALS AND CERTIFICATIONS

Through Career and Technical Education (CTE) courses, students are able to earn industry-recognized credentials that demonstrate the skills they acquire in their programs of study. The following list outlines the credentials and certifications available to students through CTE programs in the Randolph County School System.

### AGRICULTURE, FOOD AND NATURAL RESOURCES

#### **AWS Certified Welder D1.1 Structural Steel**

Agricultural Mechanics I  
Agricultural Mechanics II

The Certified Welder program tests welders to procedures used in the structural steel and other industries. AWS D1.1 is an endorsement covering four subject areas: material and design, fabrication, inspection, and qualification.

#### **NC State Level Master Service Technician: Briggs and Stratton**

Agricultural Mechanics II Small Engines

Briggs and Stratton Master Service Technician certification holders are recognized among the best in the business. Having this certification allows students to increase their value as entry and advanced-level workers by demonstrating advanced mastery in operational theory, governor systems, ignition systems, fuel systems and carburetors, charging systems, diagnostics, failure, and warranty analysis of small engine systems. Students who obtain the Briggs and Stratton Master Service Technician certification have marketable skills giving them a competitive edge

#### **NC Beef Quality Assurance**

Animal Science II

The North Carolina Beef Quality Assurance (NC-BQA), is a cooperative effort between beef producers, veterinarians, nutritionists, extension staff, and other professionals from North Carolina State University, the North Carolina Department of Agriculture and Consumer Services, the North Carolina Cattlemen's Association, and the North Carolina Cattlemen's Beef Council. The NC-BQA program is designed to assist producers to set production standards that can be met or exceeded, establish systems for data retention and record keeping, and provide training and education encompassing the BQA guidelines.

#### **NC Hunter Safety Certification**

Agriscience Applications  
Natural Resources I

More than a firearm safety course, instruction in the NC Hunter Safety Course includes ethics and responsibility, conservation and wildlife management, wildlife identification, survival and first aid, specialty hunting and tree stand safety.

#### **NC Private Pesticide Applicator**

Horticulture I  
Horticulture II

The NC Private Pesticide Applicator certification allows farmers or their employees to apply restricted use pesticides to an agricultural commodity on land that they own or lease.

#### **OSHA 10-Hour General Industry (Agriculture) Certification**

Agriscience Applications

The OSHA 10-Hour General Industry (Agriculture) training course provides training for entry-level workers and employers on the recognition, avoidance, abatement, and prevention of safety and health hazards in workplaces in the agriculture industry. The program also provides information regarding workers' rights, employer responsibilities, and how to file a complaint. Through this training, OSHA helps to ensure that workers are more knowledgeable about workplace hazards and their rights.

## **Youth for the Quality Care of Animals (YQCA) Certification**

Animal Science I

YQCA is a national multi-species quality assurance program for youth with a focus on three core pillars: food safety, animal well-being, and character development. YQCA is accepted by many livestock shows and fairs that require youth quality assurance certification and includes information for youth showing the following food animals: pigs, beef cattle, dairy cattle, sheep, goats, market rabbits, and poultry.

## **BUSINESS, MARKETING, COMPUTER SCIENCE AND INFORMATION TECHNOLOGY**

### **Adobe Dreamweaver, Illustrator, InDesign, Photoshop, Premier Certifications**

Adobe Digital Design  
Adobe Video Design  
Adobe Visual Design

Adobe conducted research to identify the foundational skills students need to effectively communicate using digital media tools. Based on feedback from educators, design and video professionals, businesses, and educational institutions around the world, the objectives cover entry-level skill expectations for graphic and video communication.

### **Certified Guest Service Professional (CGSP)**

Hospitality and Tourism

The Certified Guest Service Professional (CGSP®) designation provides recognition for those individuals who know how to deliver exceptional service and create memorable experiences. The CGSP® designation is the highest acknowledgement of awarding-winning guest service for employees in the hospitality and tourism industry.

### **Customer Service and Sales Certification**

Sports and Entertainment Marketing II

The Customer Service and Sales curriculum is designed to help entry-level sales and service associates learn skills related to frontline work in retail (or any industry that values customer services and sales skills).

### **Entrepreneurship and Small Business Certification**

Entrepreneurship II

Entrepreneurship and Small Business is sponsored by Intuit and ensures tomorrow's leaders are prepared with the toolkit they need to get ahead in today's competitive landscape. Whether you are starting a bakery or launching the next billion-dollar startup, ESB validates a students' understanding of core business principles, including the essentials needed to launch and maintain a successful business.

### **Microsoft Office Specialist: Word, PowerPoint, and Excel**

Microsoft Word and PowerPoint  
Microsoft Excel

Microsoft Office Specialist (MOS) certifications are available in each specific Office program and are designed to determine a candidate's ability to use an Office application. MOS certifications give students a professional edge by providing globally recognized, industry endorsed evidence of skills mastery.

### **SAS Certified Associate: Programming Fundamentals**

SAS Base Programming

For the student new to SAS programming, this credential is a great place to start your SAS journey. It provides an opportunity to test the knowledge gained in your SAS training classes, and demonstrate that you understand the fundamentals of SAS programming.

**Venture Entrepreneurial Expedition**  
Entrepreneurship I

EverFi Venture Entrepreneurial Expedition covers seven modules of entrepreneurship designed to help students develop a personalized plan for their individual business along with a roadmap for academic and career success. Modules include: budgeting and building startup capital, generating business ideas, market research, growing a business, business finances, marketing, and creating a business pitch.

## CAREER DEVELOPMENT

**Conover Credential Workplace Readiness**  
Career Management

The Conover Job Readiness program assesses an individual's level of skill in eight categories identified as being essential to workplace readiness. Skill enhancements in the Job Readiness program include: attitude, communication, planning and organizing, critical thinking, interpersonal/social skills, teamwork, and social media rules.

**WorkKeys National Career Readiness Certification**

CTE Concentrators  
(graduating seniors who complete a career pathway program of study)

The ACT WorkKeys National Career Readiness Certificate is an assessment-based credential issued at four levels (platinum, gold, silver, and bronze) that measures and certifies the essential work skills needed for success in jobs across industries and occupations.

## HEALTH SCIENCE

**American Heart Association CPR/AED Healthcare Professional**  
Health Science II

Basic Life Support (BLS) training reinforces healthcare professionals' understanding of the importance of early CPR and defibrillation, basic steps of performing CPR, relieving choking, and using an AED; and the role of each link in the chain of survival. Successful completion of the course earns Healthcare Professional BLS certification through the American Heart Association.

**American Heart Association HeartSaver First Aid**  
Health Science I

Heartsaver First Aid CPR AED teaches students critical skills needed to respond to and manage an emergency until emergency medical services arrives. Skills covered include first aid, choking relief, and sudden cardiac arrest in adults, children and infants. Successful completion of the course earns certification through the American Heart Association.

**North Carolina Nurse Aide I**  
Nursing Fundamentals

Nurse Aide I is the basic credential for nurse aides in North Carolina. The Nurse Aide I is awarded by the Department of Health and Human Services and is the foundation for practice at higher levels. Students must successfully complete a training program, National Nurse Aide Assessment Program exam, and demonstrate mastery of patient care skills to be eligible for listing on the NC Nurse Aide Registry.

**OSHA 10-Hour Industry Certification (Healthcare)**  
Biomedical Technology II  
Health Science II

The OSHA 10-Hour Industry (Healthcare) training course provides training for entry-level workers on the recognition, avoidance, abatement, and prevention of safety and health hazards in workplaces in the healthcare industry.

**Stop the Bleed**  
Health Science II

Developed by the American College of Surgeons, Stop the Bleed teaches bleeding control for the injured.

## HUMAN SERVICES

### **American Heart Association HeartSaver First Aid/CPR AED**

Early Childhood Education I

Heartsaver First Aid CPR AED teaches students critical skills needed to respond to and manage an emergency until emergency medical services arrives. Skills covered include first aid, choking relief, and sudden cardiac arrest in adults, children and infants. Successful completion of the course earns certification through the American Heart Association.

### **North Carolina Early Childhood Credential (NCECC) Lead Teacher Equivalency**

Early Childhood Education I

In North Carolina's Star Rated License System for child care facilities, lead teachers must have the North Carolina Early Childhood Credential or an equivalent to the credential. Through the Early Childhood Education program, students are eligible to earn the lead teacher equivalency, which carries equal weight, to the NCECC in NC's tiered Star Rated License System.

### **Pre-Professional Assessment and Certification in Interior Design Fundamentals**

Interior Design II

The Interior Design Fundamentals assessment and certification will address competencies and a skill set necessary to document a pre-professional's basic knowledge of interior design. It is anticipated that this assessment and certification will promote further education at the post-secondary level and continued training and professional development for those who want to pursue interior design careers associated with residential and commercial interiors, furnishings, and design.

### **ProStart National Certificate of Achievement**

Culinary Arts & Hospitality III  
Culinary Arts & Hospitality IV

The ProStart National COA is awarded to students who pass two national exams, demonstrate mastery of foundational skills, and work 400 mentored hours in the culinary industry. Students who receive the COA are eligible for National Restaurant Association Educational Foundation scholarship opportunities and course credits at leading hospitality and culinary arts colleges and universities.

### **ServSafe Food Handler**

Food and Nutrition I

### **ServSafe Food Protection Manager**

Food and Nutrition II  
Culinary Arts & Hospitality I  
Culinary Arts & Hospitality II

The National Restaurant Association's ServSafe Food Safety training program is widely recognized and respected in the foodservice industry. Essential food safety practices and responsible food service measures are taught and assessed.



## TRADE AND INDUSTRIAL EDUCATION

### **ASE Auto Maintenance and Light Repair Certification (G1)**

Automotive Service III

The ASE G1 certification provides an assessment of an individual's technical knowledge of bumper-to-bumper maintenance and light repairs in the critical areas of engine systems, automatic transmission/transaxle, manual drivetrain and axles, suspension and steering, brakes, electrical, and heating and air conditioning.

### **14 CFR Part 107 UAS Remote Pilot NCDOT UAS Operator Permit**

Drone Technology I

To fly a drone under the FAA's Small Unmanned Aircraft Systems (UAS) Rule (Part 107), one must obtain a Remote Pilot Certificate from the FAA. This certificate demonstrates that the drone pilot understands the regulations, operating requirements, and procedures for safely flying drones.

### **Electronics Technicians Association Electronics Modules**

Electronics I  
Electronics II  
Electronics III

The Electronics Modules program is based on ETA's Associate level certification and is aligned with a growing portion of the electronics education industry that is charged with providing electronics training in certain areas of electronics. Students in this program may earn certifications in DC electronics (EM1), AC electronics (EM2), and digital electronics (EM4).

### **NC NCCER Credential**

Construction Core  
Carpentry I / II / III  
Masonry I / II / III

The National Center for Construction Education and Research provides training, assessment, certification and career development for construction and maintenance craft professionals. NCCER's industry-recognized credentials provide students and craft professionals with national portability of skills. Credentials available include Core Curriculum, Carpentry, and Masonry.

### **NIMS Machining Level I**

Metals Manufacturing I  
Metals Manufacturing II  
Metals Manufacturing III

The National Institute for Metalworking Skills (NIMS) credentials are earned by students, trainees, apprentices, employees, and military personnel nationwide and around the world. Candidates must demonstrate skills that meet industry established standards to earn NIMS credentials in: Job Planning, Benchwork, and Layout; Measurement, Materials and Safety; and Manual Milling Skills.

### **OSHA 10-Hour Construction Industry Certification**

Construction Core

The OSHA Outreach Training Program for Construction Industry provides training for entry-level workers on the recognition, avoidance, abatement, and prevention of safety and health hazards in workplaces in the construction industry.

### **S/P2 Automotive**

Auto Service Fundamentals

S/P2 provides industry-specific training covering topics in the automotive service industry. Students may earn certifications for Mechanical Pollution Prevention and Mechanical Safety to demonstrate mastery of skills that are desirable to employers in the automotive industry.

# HIGH SCHOOL TO COMMUNITY COLLEGE ARTICULATION AGREEMENT

The North Carolina High School to Community College Articulation Agreement is an agreement between the North Carolina Department of Public Instruction and the North Carolina Community College System. The North Carolina High School to Community College Articulation Agreement provides a seamless process that joins secondary and postsecondary Career and Technical (CTE) programs of study.

The statewide articulation agreement comprises approximately 50 high school CTE courses that match the knowledge and skills taught in similar community college courses. The articulation agreement ensures that if a student is proficient in his/her high school course, the student can receive college credit for that course at any North Carolina community college. This streamlines the student’s educational pathway by eliminating the need to take multiple courses with the same learning outcomes.

To receive articulated credit, students must enroll at the community college within two years of their high school graduation date and meet the following criteria. Community college officials verify eligibility and acceptance of articulated courses listed on the high school transcript.

- Final grade of B or higher in the course; AND
- A score of 93 or higher on the CTE Post Assessment

For additional information about the North Carolina High School to Community College Articulation Agreement, visit [www.ncperkins.org](http://www.ncperkins.org).

The following list includes CTE courses offered in the Randolph County School System that are included in the North Carolina High School to Community College Articulation Agreement.

High School CTE Course	Community College Course
AA22 Animal Science II	ANS 110 Animal Science
AP41 Horticulture I	HOR 150 Intro to Horticulture
AP44 Horticulture II-Landscaping	HOR 114 Landscaping Construction; OR LSG 111 Basic Landscaping Technique
AS32 Agricultural Mechanics II	WLD 112 Basic Welding Processes; OR AGR 111 Basic Farm Maintenance
BD10 Multimedia and Webpage Design	WEB 110 Internet/Web Fundamentals; OR WEB 120 Intro to Internet Multimedia
BM10 Microsoft Word and PowerPoint	OST 137 Office Software Applications
BM20 Microsoft Excel	CTS 130 Spreadsheet
FE11 Early Childhood Education I; AND FE12 Early Childhood Education II	EDU 119 Intro to Early Childhood Education
FN41 Food and Nutrition I; AND FN42 Food and Nutrition II	CUL 112 Nutrition for Food Service
FN42 Food and Nutrition II; AND ServSafe Certification	CUL 110 Sanitation & Safety; AND CUL 110A Sanitation & Safety Lab
HN43 Nursing Fundamentals	NAS 101 Nursing Assistant I

High School CTE Course	Community College Course
HU40 Health Science I	MED 121 Medical Terminology I; AND MED 122 Medical Terminology II
HU42 Health Science II	HSC 110 Orientation to Health Careers; AND HSC 120 CPR <i>or</i> MED 180 CPR
IA31 Digital Media I	DME 110 Intro to Digital Media
IC00 Construction Core	WOL 110 Basic Construction Skills
IC00 Construction Core; AND IC21 Carpentry I	CAR 110 Intro to Carpentry; OR WOL 110 Basic Construction Skills; OR CST 110 Intro to Construction
IC00 Construction Core; AND IC11 Masonry I; AND IC 12 Masonry II	MAS 110 Masonry I
IC13 Masonry III	MAS 110 Masonry I
IC22 Carpentry II	CST 111 Construction I
IC23 Carpentry III	CST 112 Construction II <i>*must receive articulated credit for CST 111</i>
IM31 Electronics I; AND IM32 Electronics II	ELC 112 DC/AC Electricity; AND ELC 126 Electrical Computations <i>or</i> EGR 131 Intro to Electronics Tech
IM41 Metals Manufacturing Tech I; AND IM42 Metals Manufacturing Tech II	BPR 111 Blueprint Reading; AND MAC 111 Machining Technology I; AND MAC 151 Machining Calculations
IT16 Automotive Service I; AND IT17 Automotive Service II; AND IT18 Automotive Service III <i>*Must complete MLR Task List</i>	TRN 111 Chassis Maintenance/Light Repair; AND TRN 112 Powertrain Maintenance/Light Repair; AND AUT 113 Automotive Servicing I
ME11 Entrepreneurship I	ETR 210 Intro to Entrepreneurship
MM51 Marketing	ETR 230 Entrepreneur Marketing; OR MKT 110 Principles of Fashion; OR MKT 120 Principles of Marketing

# CTE COURSE DESCRIPTIONS

## Adobe Digital Design

*Course Number: II322X0*

## Adobe Digital Design Honors

*Course Number: II325X0*

*Prerequisite: II31 Adobe Visual Design*

*Credit: 1*

**Schools: W**

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. English language arts are reinforced.

## Adobe Video Design

*Course Number: II332X0*

## Adobe Video Design Honors

*Course Number: II335X0*

*Prerequisite: II31 Adobe Visual Design*

*Credit: 1*

**Schools: R W**

This course is a project-based course that develops ICT, career, and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English language arts are reinforced.

## Adobe Visual Design

*Course Number: II312X0*

## Adobe Visual Design Honors

*Course Number: II315X0*

*Prerequisite: None*

*Credit: 1*

**Schools: R W**

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, Adobe In-design, and Adobe Illustrator certifications. English language arts are reinforced.

## Agricultural Mechanics I

*Course Number: AS312X0*

## Agricultural Mechanics I Honors

*Course Number: AS315X0*

*Prerequisite: None*

*Credit: 1*

**Schools: E T**

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

## Agricultural Mechanics II

*Course Number: AS322X0*

## Agricultural Mechanics II Honors

*Course Number: AS325X0*

*Prerequisite: Agricultural Mechanics I*

*Credit: 1*

**Schools: E T**

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

## Agricultural Mechanics II-Small Engines

*Course Number: AS332X0*

*Prerequisite: Agricultural Mechanics I*

*Credit: 1*

**Schools: T**

This course is provided for the upper-level agricultural mechanics student who wishes to apply the basic knowledge of small engines acquired through on-line Briggs and Stratton training modules delivered by the agricultural education teacher in a shop setting. The course is intended to provide students with experiential learning opportunities as they perform "hands-on" skills specified in the curriculum under the direct supervision of the agriculture teacher. This "learning to do" philosophy will enable students to understand curriculum content so that they may pass the Briggs and Stratton Competency Exam and receive certification from Briggs and Stratton. English, language arts, mathematics, and science are reinforced.

## Agriscience Applications

*Course Number: AU102X0*

## Agriscience Applications Honors

*Course Number: AU105X0*

*Prerequisite: None*

*Credit: 1*

**Schools: E P R T W**

This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English language arts, mathematics, and science are reinforced.

## Animal Science I

Course Number: AA212X0

## Animal Science I Honors

Course Number: AA215X0

Prerequisite: None

Credit: 1

Schools: E P R U W

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced.

## Animal Science II

Course Number: AA222X0

## Animal Science II Honors

Course Number: AA225X0

Prerequisite: Animal Science I

Credit: 1

Schools: E P R U W

This course includes more advanced scientific principles and communication skills and includes animal waste management, animal science economics, decision making, global concerns in the industry, genetics, and breeding. English language arts, mathematics, and science are reinforced in this class.

## Animal Science II-Small Animal Honors

Course Number: AA235X0

Prerequisite: Animal Science I

Credit: 1

Schools: P

This course provides instruction on animal science topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category are taught in this course. English language arts, mathematics, and science are reinforced in this class.

## AOHT Customer Service

Course Number: CN532X0

Prerequisite: AOHT Customer Service and Principles of Hospitality & Tourism

Credit: 0.5

Schools: T

This course introduces students to the concept of service as a critical component of a hospitality or tourism business. Students analyze both good and poor customer service in a variety of contexts and through various methods. Students explore communication skills and strategies, and they use a problem-solving perspective to understand barriers to communication and good service. They learn various means of measuring the quality of service and explore careers that focus on customer service.

## AOHT Hospitality Marketing Honors

Course Number: CN525X0

Prerequisite: None

Credit: 0.5

Schools: T

Hospitality Marketing introduces students to the objectives, strategies, and tools that are important to marketing in the hospitality industry, expanding on topics introduced in Principles of Hospitality and Tourism. Students learn about each phase of marketing and the wide range of options that all marketing managers and business owners consider as they create, or revise, marketing plans. Students also explore career opportunities in the field of hospitality marketing.

## AOHT Principles of Hospitality and Tourism

Course Number: CN502X0

Prerequisite: None

Credit: 0.5

Schools: T

This is the first course students take in the Academy of Hospitality and Tourism and provides an overview of the current hospitality and tourism industry. Students learn about the history of the industry and explore traveler motivation and consumer needs, the industry's economic and environmental impacts, domestic and international travel, and sales in tourism. Finally, students explore careers in the hospitality and tourism industry.

## AOHT Sustainable Tourism Honors

Course Number: CN545X0

Prerequisite: None

Credit: 0.5

Schools: T

This course introduces students to the profound changes taking place worldwide in the tourism industry. Students examine the environmental and socioeconomic impacts and interrelationships of tourism, as well as the transition to a greener tourism economy. They explore the ramifications of tourism development in terms of increased sustainability, profitability, and benefits to the surrounding communities, and they examine ecotourism as a model for sustainability. Finally, students explore careers in the field of sustainable tourism.

## AP<sup>®</sup> Computer Science

Course Number: 2A027X0

Prerequisite: AP Computer Science Principles (for CTE pathway completion)

Credit: 1

Schools:

AP Computer Science is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.

## AP<sup>®</sup> Computer Science Principles

Course Number: OA027X0

Prerequisite: Math I

Credit: 1

Schools: T

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.

## Automotive Service Fundamentals

*Course Number: IT112X0*

*Prerequisite: None*

*Credit: 1*

**Schools: R W**

This course introduces automotive safety, basic automotive terminology, system & component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also careers and various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced.

## Automotive Service I

*Course Number: IT162X0*

*Prerequisite: Automotive Service Fundamentals*

*Credit: 1*

**Schools: R W**

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. English language arts are reinforced.

## Automotive Service II

*Course Number: IT172X0*

*Prerequisite: Automotive Service I*

*Credit: 1*

**Schools: R W**

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. English language arts are reinforced.

## Automotive Service III

*Course Number: IT182X0*

*Prerequisite: Automotive Service II*

*Credit: 1*

**Schools:**

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

## Biomedical Technology I

*Course Number: HB112X0*

### Biomedical Technology I Honors

*Course Number: HB115X0*

*Prerequisite: Health Science I*

*Credit: 1*

**Schools: T W**

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. English language arts and science are reinforced in this course.

## Biomedical Technology II Honors

*Course Number: HB125X0*

*Prerequisite: Biomedical Technology I*

*Credit: 1*

**Schools: W**

This course focuses on genetics, neurobiology, sleep disorder and biological rhythms, bioethics, the evolution of medicine, and use of technology to study cellular and molecular biology. The curriculum was developed by the National Institutes of Health (NIH). Students will learn about careers in biotechnology within the context of the course content. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course.

## Business Law

*Course Number: BB302X0*

### Business Law Honors

*Course Number: BB305X0*

*Prerequisite: None*

*Credit: 1*

**Schools:**

This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. Social studies and English language arts are reinforced.

## Business Management I

*Course Number: BB402X0*

*Prerequisite: Principles of Business and Finance*

*Credit: 1*

**Schools: E P**

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

## Business Management II

*Course Number: BB422X0*

*Prerequisite: Business Management I*

*Credit: 1*

**Schools:**

This course is designed to enable students to acquire, understand, and appreciate the significance of management to business organizations. Understanding how managers control financial resources, inventory, ensure employee safety, and protect customer data enhances the effectiveness of their decision making. Students will work through ethical dilemmas, practice problem solving, and enhance their teamwork skills. English language arts and mathematics are reinforced.

## Career Management

*Course Number: CC452X0*

*Prerequisite: None*

*Credit: 1*

**Schools:**

This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to communications, interpersonal skills, problem solving, personal management and teamwork. English language arts are reinforced.

## Carpentry I

*Course Number: IC212X0*

*Prerequisite: Construction Core*

*Credit: 1*

**Schools: E P W**

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. English language arts and mathematics are reinforced.

## Carpentry II Honors

*Course Number: IC225X0*

*Prerequisite: Carpentry I*

*Credit: 1*

**Schools: E P W**

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. English language arts and mathematics are reinforced.

## Carpentry III

*Course Number: IC232X0*

*Prerequisite: Carpentry II*

*Credit: 1*

**Schools: W**

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. English language arts and mathematics are reinforced.

## Child Development

*Course Number: FE602X0*

## Child Development Honors

*Course Number: FE605X0*

*Prerequisite: None*

*Credit: 1*

**Schools: E R T W**

This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the

influence parents have on children while providing care and guidance. Art, English language arts, and science are reinforced.

## Computer Science Principles I

*Course Number: BP412X0*

*Prerequisite: None*

*Credit: 1*

**Schools: P T U**

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

## Computer Science II

*Course Number: BP422X0*

*Prerequisite: Computer Science Principles I*

*Credit: 1*

**Schools: P U**

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.

## Construction Core

*Course Number: IC002X0*

*Prerequisite: None*

*Credit: 1*

**Schools: E P W**

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

## Culinary Arts & Hospitality I

Course Number: FH102X0

## Culinary Arts & Hospitality I Honors

Course Number: FH105X0

Prerequisite: None

Credit: 1

### Schools:

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. Art, English language arts, mathematics, science, and social studies are reinforced.

## Culinary Arts & Hospitality II

Course Number: FH122X0

## Culinary Arts & Hospitality II Honors

Course Number: FH125X0

Prerequisite: Culinary Arts & Hospitality I

Credit: 1

### Schools:

This course is designed for students to demonstrate their knowledge and skills in basic food preparation, garde manger, baking and food service operations through mentored work experiences in the food service industry. The experience includes students preparing and selling breakfast items, salads and sandwiches, and quick breads and cookies while applying safety, sanitation, and guest service skills. Arts, English and language arts, mathematics, science, social studies, and are reinforced.

## Culinary Arts & Hospitality III

Course Number: FH132X0

## Culinary Arts & Hospitality III Honors

Course Number: FH135X0

Prerequisite: Culinary Arts & Hospitality II-Applications

Credit: 1

### Schools:

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. Arts, English and language arts, mathematics, science, and social studies are reinforced.

## Digital Media I

Course Number: IA312X0

Prerequisite: None

Credit: 1

### Schools: R W

This course is the first in a two-part series of courses that provides students with industry knowledge and skills in the overall digital media design field. Areas covered in these two courses include graphics, animation, video, and web design. Industry certifications are used to align curriculum with industry needs. An emphasis is placed on the concepts of graphic design, various digital media technologies, non-linear editing, product development and design, and career development. English language arts, mathematics, and science are reinforced.

## Drone Technology I

Course Number: ID112X0

Prerequisite: Must be 16 to sit for FAA 14 CFR part 107 credential exam

Credit: 1

### Schools: R U

This course is designed to provide students basic information about the drone industry to gain an understanding of careers and skills in this field. FAA 14 CFR part 107 (The Small UAS Rule), officially known as "Part 107 Remote Pilot Certificate" is covered. The Small UAS rule adds a new part 107 to Title 14 Code of Federal Regulations (14 CFR) to allow for routine civil operation of small Unmanned Aircraft Systems (UAS) in the National Airspace System (NAS) and provide safety rules for those operations. This course is also designed for an introduction to basic flight of drones to include manual flight and flight and mapping software. English language arts are reinforced.

## Drone Technology II

Course Number: ID122X0

Prerequisite: Drone Technology I

### Schools: R U

This course is designed to provide students, who have their FAA CFR 14 Part 107 (The Small UAS Rule), officially known as "Part 107 Remote Pilot Certificate", the knowledge and skills needed to be a commercial pilot in the Drone Industry. Entrepreneurship, Fleet management, and Drone software are included in this course. Students will fly a variety of mission types to include Construction, Agriculture, Public Safety, Power and Energy, and Cinematography. English language arts are reinforced.

## Early Childhood Education I

Course Number: FE112X0

## Early Childhood Education I Honors

Course Number: FE115X0

Prerequisite: Child Development; AND students must be 16 by October 1st

Credits: 2

### Schools: E R W

This two-credit course prepares students to work with children in early education and child care settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time.

## Early Childhood Education II Honors

Course Number: FE125X0

Prerequisite: Early Childhood Education I

Credits: 2

### Schools: E R W

This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and child care settings. Areas of study include program planning and management, developmentally appropriate practice, procedures and strategies for working with special groups of children, and career development and professionalism. An internship makes up 50 percent of instructional time.



## Electronics I

*Course Number: IM312X0*

*Prerequisite: None*

*Credit: 1*

**Schools: R**

This course covers Direct Current (DC) Basics and is aligned to the Electronic Technicians Association (ETA) EM1 certification. Topics include a) basic electrical theory, b) magnetism, c) safety, d) electronic equipment, e) electronic components, f) Ohm's Law. Mathematics for electronics, g) electronic measurements, h) series circuits, i) parallel circuits, j) series/parallel circuits, and k) battery power supplies.

## Electronics II

*Course Number: IM322X0*

*Prerequisite: Electronics I*

*Credit: 1*

**Schools: R**

This course covers Digital Basics and is aligned to the Electronic Technicians Association (ETA) EM4 certification. Topics include: a) numbering systems and conversions, b) block diagrams, schematics-wiring diagrams, c) test equipment and measurements, d) safety, e) theory of digital logic functions and circuitry, and f) computer electronics. English language arts, mathematics, and science are reinforced.

## Electronics III Honors

*Course Number: IM335X0*

*Prerequisite: Electronics II*

*Credit: 1*

**Schools: R**

This course covers advanced practices, principles, and special equipment and materials based upon the Electronic Technicians Association (ETA) areas of analog and alternating current. Topics include safety, alternating current, inductive/capacitive/RLC circuits, semiconductor devices, rectifiers/filter circuits, and bipolar transistors. English language arts, mathematics, and science are reinforced.

## Entrepreneurship I

*Course Number: ME112X0*

### Entrepreneurship I Honors

*Course Number: ME115X0*

*Prerequisite: None*

*Credit: 1*

**Schools: E P T W**

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

## Entrepreneurship II Honors

*Course Number: ME125X0*

*Prerequisite: Entrepreneurship I*

*Credit: 1*

**Schools: E P W**

In this course, students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English language arts and social studies are reinforced.

## Financial Planning I

*Course Number: BF212X0*

*Prerequisite: Principles of Business and Finance*

*Credit: 1*

**Schools:**

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.

## Financial Planning II

*Course Number: BF222X0*

*Prerequisite: Financial Planning I*

*Credit: 1*

**Schools:**

Students will further develop the fundamental knowledge and skills acquired 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.

## Food and Nutrition I

*Course Number: FN412X0*

### Food and Nutrition I Honors

*Course Number: FN415X0*

*Prerequisite: None*

*Credit: 1*

**Schools: E P R W**

This course examines the nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management, food preparation and sustainability for a global society, and time and resource management. English language arts, mathematics, science, and social studies are reinforced.

## Food and Nutrition II

*Course Number: FN422X0*

### Food and Nutrition II Honors

*Course Number: FN425X0*

*Prerequisite: Food and Nutrition I*

*Credit: 1*

**Schools: E P R W**

In this course, students experience the cross-section 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 come to understand food protection, nutrients, lifespan nutrition, sports nutrition, medical nutrition therapy, American and global foodways, and entrepreneurship. English language arts, social studies, mathematics, and science are reinforced.

## Foundations of Health Science

Course Number: HU102X0

Prerequisite: None

Credit: 1

Schools: P R U W

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

## Health Science I

Course Number: HU402X0

### Health Science I Honors

Course Number: HU405X0

Prerequisite: None

Credit: 1

Schools: P R T U W

This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course.

## Health Science II

Course Number: HU422X0

### Health Science II Honors

Course Number: HU425X0

Prerequisite: Health Science I

Credit: 1

Schools: P R T U W

This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training. English language arts and science are reinforced in this course.

## Horticulture I

Course Number: AP412X0

### Horticulture I Honors

Course Number: AP415X0

Prerequisite: None

Credit: 1

Schools: E P R T U W

This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. English language arts, mathematics, and science are reinforced.

## Horticulture II

Course Number: AP422X0

### Horticulture II Honors

Course Number: AP425X0

Prerequisite: Horticulture I

Credit: 1

Schools: P R T U

This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and personal development. English language arts, mathematics, and science are reinforced.

## Horticulture II-Landscaping

Course Number: AP442X0

### Horticulture II-Landscaping Honors

Course Number: AP445X0

Prerequisite: Horticulture I

Credit: 1

Schools: E

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. Current topics discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. English language arts, mathematics, and science are reinforced.

## Hospitality and Tourism

Course Number: MH422X0

Prerequisite: Marketing; or Principles of Business and Finance; or Sports and Entertainment Marketing I

Credit: 1

Schools: R

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.

## Interior Design I

Course Number: FI512X0

Prerequisite: None

Credit: 1

Schools: E T

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 the interior design process; human, environmental and behavioral factors; color theory, elements and principles of design; hand sketching/digital design techniques, space planning, selection of products and materials for residential interiors; client relationship building and design communication techniques. English language arts, mathematics, science, art, and technology are reinforced.

## Interior Design II

*Course Number: FI522X0*

*Prerequisite: Interior Design I*

*Credit: 1*

**Schools: T**

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 and families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Art and mathematics are reinforced.

## Introduction to Computer Science

*Course Number: BP012X0*

*Prerequisite: None*

*Credits: 1*

**Schools: P U**

This course is an introduction to coding and computer science by way of making and design using the micro:bit microcontroller board and Microsoft's MakeCode block-based coding environment. This project-based curriculum allows students to create a context for learning coding and computer science concepts that can serve as the foundation for future study.

## Marketing

*Course Number: MM512X0*

*Prerequisite: None*

*Credit: 1*

**Schools: R T W**

In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations. Mathematics and social studies are reinforced.

## Masonry I Honors

*Course Number: IC115X0*

*Prerequisite: Construction Core*

*Credit: 1*

**Schools: E P**

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. English language arts and mathematics are reinforced.

## Masonry II Honors

*Course Number: IC125X0*

*Prerequisite: Masonry I*

*Credit: 1*

**Schools: E P**

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. English language arts and mathematics are reinforced.

## Masonry III Honors

*Course Number: IC135X0*

*Prerequisite: Masonry II*

*Credit: 1*

**Schools: E P**

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.

## Metals Manufacturing Technology I

*Course Number: IM412X0*

*Prerequisite: None*

*Credit: 1*

**Schools: E R**

This course introduces various processes and job opportunities in manufacturing with emphasis on machining metal parts. Topics include safety, math, measurement, blueprint reading, layout, bench work, sawing, drilling, turning, and milling. Mathematics and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *Math II is recommended as a prerequisite for this course.*

## Metals Manufacturing Technology II

*Course Number: IM422X0*

*Prerequisite: Metals Manufacturing Technology I*

*Credits: 1*

**Schools: E R**

This course provides advanced instruction in manufacturing and introduces computer-assisted drafting/manufacturing and numerical control processes. Topics include safety, environmental protection, quality control, metallurgy, materials, layout, assembly, sawing, turning, milling, grinding, computer numerical control, computer-aided manufacturing, welding, and maintenance. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## Microsoft Excel Honors

*Course Number: BM205X0*

*Prerequisite: None*

*Credit: 1*

**Schools: T**

Students in Microsoft Imagine Academy 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 prepare students for success completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. Successful candidates for the Microsoft Office Specialist Excel 2016 certification exam will have a fundamental understanding of the Excel environment and the ability to complete tasks independently. They will know and demonstrate the correct application of the principle features of Excel 2016. Candidates create and edit a workbook with multiple sheets, and they use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements,

team performance charts, sales invoices, and data entry logs. Expert-level candidates for the Excel 2016 exam have an advanced understanding of the Excel environment and have the ability to guide others to the proper use of the program's features. They create, manage, and distribute professional spreadsheets for a variety of specialized purposes and situations. They customize their Excel environments to meet project needs and to enhance productivity. Expert workbook examples include custom business templates, multiple-axis financial charts, amortization tables, and inventory schedules. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others.

## Microsoft Word and PowerPoint

*Course Number: BM102X0*

## Microsoft Word and PowerPoint Honors

*Course Number: BM105X0*

*Prerequisite: None*

*Credit: 1*

**Schools: T**

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

## Natural Resources I

*Course Number: AN512X0*

*Prerequisite: None*

*Credit: 1*

**Schools: T**

This course provides an introduction to environmental studies, which includes topics of instruction in renewable and non-renewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat. Skills in biology and algebra are reinforced in this class.

## Natural Resources II

*Course Number: AN522X0*

*Prerequisite: Natural Resources I*

*Credit: 1*

This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management. English language arts, mathematics, and science are reinforced.

## Nursing Fundamentals Honors

*Course Number: HN435X0*

*Prerequisite: Health Science II*

*Credits: 2*

**Schools: P W**

This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NC NAI Registry. English language arts, mathematics, and science are reinforced.

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

## Principles of Business and Finance

*Course Number: BF102X0*

## Principles of Business and Finance Honors

*Course Number: BF105X0*

*Prerequisite: None*

*Credit: 1*

**Schools: E P R T**

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced.

## Sales I

*Course Number: MI312X0*

*Prerequisite: None*

*Credit: 1*

**Schools: R**

This course teaches 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. Project-based learning, English language arts, and social studies are reinforced.

## Sales II

*Course Number: MI322X0*

*Prerequisite: Sales I*

*Credit: 1*

**Schools: R**

This course teaches 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. Project-based learning, English language arts, mathematics, and social studies are reinforced.

## SAS Base Programming

*Course Number: BP202X0*

*Prerequisite: Computer Science I or AP Computer Science Principles*

*Credit: 1*

**Schools: T**

This course is the entry point for students to learn SAS programming. Students will learn how to plan and write SAS programs to solve common data analysis problems. Instruction provides practice running and debugging programs. The emphasis is placed on reading input data, creating lists and summary reports, defining new variables, executing code conditionally, reading raw data files and SAS data sets, and writing the results to SAS data sets. Mathematics is reinforced.

## Sports and Entertainment Marketing I

Course Number: MH312X0

### Sports and Entertainment Marketing I Honors

Course Number: MH315X0

Prerequisite: None

Credit: 1

Schools: T W

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

## Sports and Entertainment Marketing II Honors

Course Number: MH325X0

Prerequisite: Sports and Entertainment Marketing I

Credit: 1

Schools: T W

In this course, students acquire an understanding of selling, promotion, and market planning of sports, entertainment, and event marketing. Emphasis is on business management, career development, client relations, contracts, ethics, event management, facilities management, legal issues, and sponsorships. English language arts, mathematics and social studies are reinforced.

## Teaching as a Profession I Honors

Course Number: FE215X0

Prerequisite: Application process required

Credit: 1

Schools: T

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

## Teaching as a Profession II Honors

Course Number: FE225X0

Prerequisite: Teaching as a Profession I

Credits: 2

Schools: T

This college level course is designed to encourage students who possess a high level of academic achievement and those personality traits found in good teachers to consider teaching as a career. Students are exposed to the many facets of education through class discussion, observation and participation in public school classrooms. Students will apply concepts through an embedded internship experience with a cooperating teacher as they design, deliver, and reflect on their instruction. Students also investigate certification, employment, ethics, and professionalism in education. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced. *This course articulates with the UNC system; upon successful completion of Teaching as a Profession I and II, students may earn six college credits (EDU 216: Foundations of Education and EDU 221: Children with Exceptionalities).*

## The Higher Education Ag Experience

The Higher Education Ag Experience is a joint venture between Providence Grove (PGHS), the University of Mount Olive (UMO) and Randolph Community College (RCC) to offer students an opportunity to obtain classes toward an Associate of Science degree in Agriculture via UMO. This program begins with students in their Junior or Senior year. Qualifying Juniors and Seniors with a strong interest in this agriculture opportunity will access RCC courses and UMO courses to be used directly towards higher education requirements.



UMO classes in THE Ag Experience are taught face to face by an associate professor on the PGHS campus. RCC classes are taught online at PGHS or at the student's home. Some RCC classes are only offered face to face on the Asheboro, RCC campus. Students completing THE Higher Education program will complete 64 college credit hours.

All students within THE Ag Experience will achieve their credits for high school graduation with the addition of the college courses. College classes are used where available via articulation to supplant high school classes where allowable.

## Work-Based Learning

### CTE Apprenticeship

Course Number: CS962X0

Prerequisite: Application process required

Credit: 1

Schools: E P R T U W

The Apprenticeship Randolph program integrates academic instruction, structured technical training, and paid, on-the-job experience. Students who participate in apprenticeships or pre-apprenticeships through the NC Department of Labor can earn CTE credit while they earn hours and experience toward a journeyman certificate. For more information about Randolph County's premier apprenticeship program, visit [www.apprenticeshiprandolph.com](http://www.apprenticeshiprandolph.com).

## CTE Advanced Studies

**Course Number:** CS952X0

**Prerequisite:** CTE Concentrator in area of Advanced Studies

**Credit:** 1

**Schools:** P R T U W

This culminating course is for juniors and seniors who have completed a career pathway program of study and wish to continue their studies in the same area. 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 school 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 course consists of four components, including writing a research paper, producing a product, developing a portfolio, and delivering a presentation before a panel of judges. Students demonstrate their abilities to use 21st century skills. Career and Technical Student Organizations (DECA, FBLA, FFA, HOSA, and SkillsUSA) provide additional opportunities for students to apply essential standards and workplace readiness skills through authentic experiences, such as competitive events, community service, and leadership activities.

## CTE Internship

**Course Number:** CS972X0

**Prerequisite:** None

**Credit:** 1

**Schools:** E P R T U W

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. *This course is graded on a pass/fail basis and does not count in the student's GPA calculation.*

# HEALTH AND PHYSICAL EDUCATION

The physical education program is an integral part of the curriculum and attempts to provide opportunities for all students. The course of study offerings provide a means for the physical, social, emotional, and mental development of the student, and, at the same time, make available learning opportunities that have recreational value of use now and in the future. The health training provided is designed to promote the understanding and developing of positive hygiene habits.

## Health and Physical Education (9-12)

**Course Number:** 60492X0

**Prerequisite:** None

**Credits:** 1

**Schools:** E P R S T U W

The main emphases of healthful living are personal wellness, individual and group social skill development, physical skill development, and behavior self-management. In physical education, the student is exposed to a wide variety of team and individual activities designed to develop basic physical skills. Health education will include the study of basic human anatomy; the body and how it works; personal hygiene; safety and first aid; and alcohol, tobacco, and other drugs.

## Advanced Physical Education

**Course Number:** 60392X01

**Prerequisite:** Health and Physical Education

**Credits:** 1

**Schools:** E P R U W

This is a general physical education course covering basically the same activities covered in Healthful Living except at a more advanced level. This course may include fitness related activities and weight room training. This course may be repeated for credit.

## Advanced Physical Education - Baseball

**Course Number:** 60392X02

**Prerequisite:** Health and Physical Education

**Credits:** 1

**Schools:** T

This course is designed to teach the individual and team skills necessary to participate in varsity and junior varsity baseball. Students enrolling are not required to participate in interscholastic baseball. This course may include fitness related activities and weight room training. This course may be repeated for credit.

## Advanced Physical Education - Basketball

**Course Number:** 60392X03

**Prerequisite:** Health and Physical Education

**Credits:** 1

**Schools:** E P T

This course is designed to teach the individual and team skills necessary to participate in varsity and junior varsity basketball. Students enrolling are not required to participate in interscholastic basketball. This course may include fitness related activities and weight room training. This course may be repeated for credit.

## Advanced Physical Education - Football

**Course Number:** 60392X04

**Prerequisite:** Health and Physical Education

**Credits:** 1

**Schools:** E R

This course is designed to teach the individual and team skills necessary to participate in varsity and junior varsity football. Students enrolling are not required to participate in interscholastic football. This course may include fitness related activities and weight room training. This course may be repeated for credit.

## Advanced Physical Education - Soccer

**Course Number:** 60392X07

**Prerequisite:** Health and Physical Education

**Credits:** 1

**Schools:** E

This course is designed to teach the individual and team skills necessary to participate in varsity and junior varsity soccer. Students enrolling are not required to participate in interscholastic soccer. This course may include fitness related activities and weight room training. This course may be repeated for credit.

## Honors Physical Fitness and Weight Training

**Course Number:** 60395X01

**Prerequisite:** Health and Physical Education and Weight Training Course

**Credits:** 1

**Schools:** P

Honors Physical Fitness and Weight Training is designed for the scholar student with a passion for fitness, who has an interest in a fitness-related career path, and/or a lifelong goal of physical wellness. The course emphasizes the development of skills in weight training, agility, fundamental motor skills, aerobics, plyometrics, and flexibility. Students will develop these abilities through the use of the weight room, gymnasium, and school athletic facilities. Additionally, this course will also incorporate related content needed in order to continue a student's fitness journey such as the following: Aerobics as it Relates to Fitness, Kinesiology/Biometrics of Exercise, Principles of Weight Resisted Training Techniques, and Skill/Sport Related Plyometrics. The knowledge gained throughout this course can be applied to many careers in fitness that includes but is not limited to, personal training, athletic training, nutrition, and physical education.

## Recreational Sports

**Course Number:** 60392X05

**Prerequisite:** Health and Physical Education

**Credits:** 1

**Schools:** E S U

This course is designed to help the student develop individual skills in games. The fundamentals of recreation are also practiced. This course may be repeated for credit.

## Sports Management

**Course Number:** 60392X015

**Prerequisite:** Health and Physical Education

**Credits:** 1

**Schools:** R

Sports Management is a course designed to teach students the proper use of field management equipment, procedures for paint marking fields, and the appropriate materials to use in field preparation and maintenance. Athletic training, sports officiating, and all aspects of athletic support will be addressed.

## Weight Training & Conditioning

**Course Number:** 60392X08

**Prerequisite:** Health and Physical Education

**Schools:** E P R S T U W

This course is designed for the student who is interested in building body strength, stamina and physical endurance. This course will place special emphasis on the use of weights, agility drills, and cross-country. This course may be repeated for credit.

# JROTC

The JROTC program consists of eight sequential courses designed to develop leadership skills and enhance a student's ability to succeed in any type of environment. Students can expect to participate in numerous adventure-type activities that include, but are not limited to, rappelling, rafting, camping, and orienteering throughout all eight courses. JROTC offers Cadets the challenges and opportunities to sharpen their communication skills, promote citizenship through participation in community service, develop leadership potential, strengthen self-esteem, improve physical fitness, provide incentives to live drug free, promote graduation from high school, and develop a solid foundation for career development.

## Army JROTC

### Army JROTC I

**Course Number:** 95012X0A

**Prerequisite:** None

**Credits:** 1

**Schools:** E P R S

In this course students are introduced to the fundamentals of leadership and study the components that will make them effective leaders, including oral and written communication, first aid, drill, physical fitness and health, military history, citizenship and contemporary issues (current events).

### Army JROTC II

**Course Number:** 95022X0A

**Prerequisite:** Army JROTC I and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R S

Students expand their knowledge of basic topics introduced in JROTC I and begin application of leadership and communication skills by filling roles as junior leaders. Marksmanship and rifle team participation become available.

### Army JROTC III

**Course Number:** 95032X0A

**Prerequisite:** Army JROTC II and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R S

This course stresses practical work in leadership, managerial and staff positions. Students act as primary or assistant class instructors for selected subjects; teaches the organization and function of staff, personnel management and conflict resolution. Human relations and cross cultural communications are stressed. Students who take and successfully complete this course may enter the military in Pay Grade E3.

### Army JROTC III Honors (Cadet Staff Leadership)

**Course Number:** 95035X0A

**Prerequisite:** Army JROTC II and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** S

The JROTC honors program is oriented toward those cadets identified as outstanding and competent in doing the work required of JROTC students. Students serve as members of the JROTC cadet senior staff. Students are expected to maintain a high level of performance in personal fitness, military bearing, and uniform wear. The students are assigned specific functional areas of responsibility and are expected to perform their duties/responsibilities in addition to mentoring and leading other members of the organization. Students are expected to apply higher-level leadership, organizational, communication, and personal interaction skills in the performance of their duties. Students must have a minimum 3.0 GPA in all subject areas.

### Army JROTC IV

**Course Number:** 95042X0A

**Prerequisite:** Army JROTC III and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R S

This course focuses on the application of leadership and organizational skills gained during previous courses. It incorporates training in life-style skills such as job hunting, resume writing and interviewing techniques. Emphasis is given to developing computer literacy and familiarization with popular word processing and graphics software.

### Army JROTC V

**Course Number:** 95052X0A

**Prerequisite:** Army JROTC IV and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R S

Cadets are expected to demonstrate a greater degree of participation in all aspects of the program and curriculum. They are presented expanded leadership opportunities to include assuming a greater role in the education and training of level I through IV cadets. Life skills, citizenship, and community service and involvement are reinforced and expanded.

### Army JROTC VI

**Course Number:** 95062X0A

**Prerequisite:** Army JROTC V and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R S

Cadets are expected to demonstrate a greater degree of participation in all aspects of the program and curriculum. They are presented expanded leadership opportunities to include assuming a greater role in the education and training of level I through IV cadets. Life skills, citizenship, and community service and involvement are reinforced and expanded. Cadets will experience greater literacy rigor in the areas of writing, formal-oral presentations, etc.

### Army JROTC VII

**Course Number:** 95072X0A

**Prerequisite:** Army JROTC VI and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R S

Cadets are expected to demonstrate a greater degree of participation in all aspects of the program and curriculum. They are presented expanded leadership opportunities to include assuming a greater role in the education and training of level I through IV cadets. Life skills, citizenship, and community service and involvement are reinforced and expanded. Cadets will experience greater literacy rigor in the areas of writing, formal-oral presentations, etc.

### Army JROTC VIII

**Course Number:** 95082X0A

**Prerequisite:** Army JROTC VII and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R S

Cadets are expected to demonstrate a greater degree of participation in all aspects of the program and curriculum. They are presented expanded leadership opportunities to include assuming a greater role in the education and training of level I through IV cadets. Life skills, citizenship, and community service and involvement are reinforced and expanded. Cadets will be expected to perform and deliver at the highest command level in the corps of cadets. Cadets will experience greater literacy rigor in the areas of writing, formal-oral presentations, etc.



## Air Force JROTC

The Mission of Air Force Junior ROTC is: Developing Citizens of Character dedicated to serving their nation and community. Air Force Junior ROTC is a cooperative program between the United States Air Force and Trinity High School. The AFJROTC curriculum material is blended within each course to provide an instructional content mix of Aerospace Science (AS) 40%, Leadership Education (LE) 40% including Drill and Ceremonies, and Health & Wellness Program fitness training 20%. Aerospace Science curriculum includes A Journey into Aviation History, The Science of Flight, Cultural Studies, Exploring Space, and Survival. Leadership Education curriculum includes Citizenship, Character, and the Air Force Tradition, Communication, Awareness, and Leadership, Life Skills and Career Opportunities, Principles of Management, and Drill and Ceremonies. Blended courses are permitted and combine lessons from two or more authorized AFJROTC courses into one course. However, a student will not take the same course, with the same material being taught, more than once.

### Air Force JROTC I

**Course Number:** 95012X0AF

**Prerequisite:** None

**Credits:** 1

**Schools:** T W

In this course students are introduced to the fundamentals of leadership and study the components that will make them effective leaders, including oral and written communication, survival, drill, physical fitness and health, the history and science of flight, citizenship and the study of other cultures.

### Air Force JROTC II

**Course Number:** 95022X0AF

**Prerequisite:** Air Force JROTC I and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** T W

This course is designed for second year or later cadets, but may be taken at any grade level. Cadets expand their knowledge of basic topics introduced in JROTC I and begin application of leadership and communication skills by filling roles as junior leaders.

### Air Force JROTC III

**Course Number:** 95032X0AF

**Prerequisite:** Air Force JROTC II and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** T W

In addition to the blended curriculum, cadets enrolled in AF JROTC III will serve in positions of greater responsibility. Cadets are expected to maintain a high level of performance in personal fitness, military bearing, and uniform wear. Cadets are assigned specific functional areas of responsibility and are expected to execute their duties and responsibilities in addition to mentoring and leading junior members of the cadet corps. Cadets are expected to apply higher-level leadership, organizational, communication and personal interaction skills in the performance of their duties.

### Air Force JROTC IV

**Course Number:** 95042X0AF

**Prerequisite:** Air Force JROTC III and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** T W

In addition to the blended curriculum content, this course focuses on the application of leadership and organizational skills gained during previous courses. Emphasis is given to developing computer literacy and familiarization with common word processing and graphics software.

### Air Force JROTC V

**Course Number:** 95052X0AF

**Prerequisite:** Air Force JROTC IV and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** T W

In addition to the blended curriculum content, cadets are expected to demonstrate a greater degree of participation in all aspects of the program and curriculum. They are presented expanded leadership opportunities to include assuming a greater role in the education and training of level I through IV cadets. Life skills, citizenship, and community service and involvement are reinforced and expanded.

### Air Force JROTC VI

**Course Number:** 95062X0AF

**Prerequisite:** Air Force JROTC V and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** T W

In addition to the blended curriculum content, cadets are expected to demonstrate a greater degree of participation in all aspects of the program and curriculum. They are presented expanded leadership opportunities to include assuming a greater role in the education and training of level I through IV cadets. Life skills, citizenship, and community service and involvement are reinforced and expanded. Cadets will experience greater literacy rigor in the areas of writing, formal-oral presentations, etc.

### Air Force JROTC VII

**Course Number:** 95072X0AF

**Prerequisite:** Air Force JROTC VI and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** T W

In addition to the blended curriculum content, cadets are expected to demonstrate a greater degree of participation in all aspects of the program and curriculum. They are presented expanded leadership opportunities to include assuming a greater role in the education and training of level I through IV cadets. Life skills, citizenship, and community service and involvement are reinforced and expanded. Cadets will experience greater literacy rigor in the areas of writing, formal-oral presentations, etc.

### Air Force JROTC VIII

**Course Number:** 95082X0AF

**Prerequisite:** Air Force JROTC VII and Teacher/Principal Recommendation

**Credits:** 1

**Schools:** T W

In addition to the blended curriculum content, cadets are expected to demonstrate a greater degree of participation in all aspects of the program and curriculum. They are presented expanded leadership opportunities to include assuming a greater role in the education and training of level I through IV cadets. Life skills, citizenship, and community service and involvement are reinforced and expanded. Cadets will be expected to perform and deliver at the highest command level in the corps of cadets. Cadets will experience greater literacy rigor in the areas of writing, formal-oral presentations, etc.

## MISCELLANEOUS COURSES

### Curriculum Support

**Course Number:** 96102X07

**Prerequisite:** IEP and/or Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R S T U W

Curriculum Support is an elective class which provides specially designed instruction to address the goals and objectives on a student's Individual Education Plan (IEP) and/or to provide direct instruction based on individual need.

### Media Technology Assistant

**Course Number:** 96102X03

**Prerequisite:** Application and/or Teacher/Principal Recommendation

**Credits:** 1

**Schools:** P R S T U W

Students will serve as assistants and will have training in clerical competencies and skills needed in the production and circulation of instructional materials. Students will learn computer and production skills. Responsibilities will include the operation of closed circuit television systems, storyboarding and video production procedures; the use of advanced computer skills in library management tasks and in providing assistance to other students; and the acquisition of the skills of telecommunication for on-line bibliographic retrieval; and practice in advanced skills, such as CDs, DVDs, Flash Drives and scanners. This course may be repeated for additional elective credits. Students enrolled in the Media Technology Assistant course for subsequent credit will practice and develop advanced information skills, including the research process, and technology skills, including library management tasks, video, computer, and telecommunication skills. Students may also practice advanced video, computer, and telecommunication skills.

### Peer Tutor

**Course Number:** 96102X04

**Prerequisite:** Application and/or Teacher/Principal Recommendation

**Credits:** 0

**Schools:** U W

This course is designed to train students in human interaction and personal management skills (i.e., listening skills, organizational skills, study skills, etc.). Students will experience a Peer Helper workshop, periodic training and retraining, and periodic evaluations and self-evaluations. **NO CREDIT WILL BE AWARDED FOR THIS COURSE.**

### Student Office Assistant

**Course Number:** 96102X06

**Prerequisite:** Application and/or Teacher/Principal Recommendation (11<sup>th</sup>-12<sup>th</sup> grade only)

**Credits:** 0

**Schools:** P T U

The student office assistant position is designed to allow students to learn the responsibilities of managing assigned activities in an office atmosphere. Students will observe and participate in daily operations, develop direct contact with office personnel and school visitors. Students should be enthusiastic about working with people, work independently, and follow directions, demonstrating appropriate business-like behavior. **NO CREDIT WILL BE AWARDED FOR THIS COURSE.**

### Yearbook

**Course Number:** 96102X08

**Prerequisite:** Application and/or Teacher/Principal Recommendation

**Credits:** 1

**Schools:** E P R C S T U W

This elective course involves the actual publication of a school yearbook. Writing, lay-out, photography, and sales will be stressed. Students enrolling should plan to spend time after school and during the summer on this course. May be repeated for credit.

## Distance (Online) Learning

### APEX (Credit Recovery)

**Prerequisite:** Application and/or Teacher/Counselor/Principal Recommendation

**Schools:** E C P R S T U W

APEX is a web based program that allows students to complete/recover high school courses and earn credits toward graduation. The APEX system offers many courses such as basic skills, English, mathematics, science, social studies and electives that are aligned to high school curriculum and NC standards. In addition to supporting students in their academics, the APEX program helps with goal setting, positive decision making, self-discipline and positive motivation. Students who have failed specific courses may be eligible to "recover" a failed course that is needed to graduate. Specific courses that require state testing (EOCs and CTE state tests) may not be eligible for credit recovery via APEX unless special provisions and contracts are established. All APEX credit recovery courses must be completed by the designated time period.

Students in the APEX program must be independent learners and are responsible for good attendance. Students must be recommended by a counselor and/or principal for this program.

### iLearn (Various Courses)

**Prerequisite:** Application and/or Teacher/Counselor/Principal Recommendation

**Schools:** E C P R S T U W

The Randolph County School System's virtual opportunity for students is iLearn Randolph. Various online courses, both core academic and elective, are offered to students through Canvas, our learning management system. iLearn Randolph offers students the flexibility to work as an apprentice or intern during part of their school day and access the online course outside of the school day. Additionally, students who may need to earn more than four credits in one semester can utilize iLearn Randolph. Students interested in iLearn Randolph should contact their school counselor for more information.

### NC Virtual Public School (Various Courses)

**Prerequisite:** Application and/or Teacher/Counselor/Principal Recommendation

**Schools:** E C P R S T U W

Visit [www.ncvps.org](http://www.ncvps.org) for course availability and course descriptions.

## FUTURE READY OCCUPATIONAL COURSE OF STUDY

The Future Ready Occupational Course of Study (OCS) curriculum is one of two courses of study through which a student may earn a high school diploma. Student eligible for this curriculum must have an Individualized Education Plan (IEP) and a recommendation of consideration from the student's IEP team. Inclusive in this consideration are the student's post-secondary goals. The student and parent are responsible for the decision of the OCS course of study. Typically, all OCS students enter the program in the ninth grade.

The Randolph County School System will continue to partner with the North Carolina Virtual Public School (NCVPS) to provide a blended learning experience for our OCS students when needed.

The NCVPS OCS Blended Learning program is a collaborative effort between the NCVPS teacher and the face-to-face (f2f) OCS teacher to teach OCS courses. This is a true partnership in teaching!

Please visit this website <https://ncvps.org/ocs-blended-learning> where you will find information to explain the NCVPS OCS Blended Learning program, to provide information on how to register for courses and the teacher training each face-to-face classroom OCS teacher will need to complete prior to the start of the semester.

This exciting and unique program is proving to be a tremendous success for students across North Carolina who are involved in the blended teaching of these courses. NCVPS is excited to offer eleven courses to all OCS students and OCS teachers of North Carolina as part of the NCVPS OCS Blended Learning program.

Currently the courses available are NCVPS Blended English I, II, III, and IV, Math I, Introduction to Math, Financial Management, Blended Biology, Blended Applied Science, Blended American History I and American History II.

Currently, OCS students must complete 28 credits in order to graduate. These 28 credits include the following: 4 English credits, 3 math credits, 2 social studies credits, 2 science credits, 1 healthful living/PE credit, 4 career and technical education credits, 6 occupational preparation credits, and 6 elective credits.

### Available Courses are listed below:

**9210BX0** English I  
**9211BX0** English II  
**9212BX0** English III  
**9213BX0** English IV

**28002X0** Locally Developed Math Elective  
**9220BX0** Introduction to Math  
**9225BX0** NC Math I  
**9222BX0** Financial Management

**9232BX0** Biology  
**9231BX0** Applied Science

**9247BX0** American History I  
**9248BX0** American History II

Preparation I	9240BX0 (1 credit)	Preparation I Lab	9240BX0L
Preparation II	9241BX0 (2 credits)	Preparation II Lab	9241BX0L
Preparation III	9242BX0 (2 credits)	Preparation III Lab	9242BX0L
Preparation IV	9243BX0 (1 credit)	Preparation IV Lab	9243BX0L

(Students also need Healthful Living/PE, 4 CTE courses and 6 electives to complete 28 required credits for graduation.)

## FUNCTIONAL SKILLS CURRICULUM

The Every Student Succeeds Act, an Elementary and Secondary Education Act (ESEA), requires that all students have access to the common core at their grade level. Individuals with the most significant cognitive disabilities access these through the North Carolina extended content standards. The courses listed below provide entry point extensions so that all students can have meaningful and functional access to grade level standards. The complete Standard Course of Study and Extended Content Standards with Demonstrators may be found at [www.ncpublicschools.org](http://www.ncpublicschools.org) (enter "Extended Content Standards" in the search box). Course descriptions can be found on this site.

The Functional Skills Curriculum is a program that provides individualized instruction which incorporates content from the extended content standards as well as the teaching of skills required for students to be as independent as possible while they transition into adulthood. Classroom simulations and community-based instruction within the natural environment will be used in teaching students the skills required to be independent in their home, school, community and vocational environments. The main objective for each student is to develop greater proficiency and independence in meeting their specific Individualized Education Plan (IEP) goals. Goals and objectives will vary according to each student's individual needs as specified in the IEP.

<b>9310AX0</b>	English/LA I
<b>9311AX0</b>	English/LA II
<b>9312AX0</b>	English/LA III
<b>9313AX0</b>	English/LA IV
<b>9324AX0</b>	NC Math 1 A
<b>9325AX0</b>	NC Math 1 B
<b>9322AX0</b>	Financial Management I
<b>9323AX0</b>	Financial Management II
<b>9232AX0</b>	Biology
<b>9331AX0</b>	Life Science
<b>9332AX0</b>	Biology A
<b>9333AX0</b>	Biology B
<b>9340AX0</b>	Civics & Governance I
<b>9341AX0</b>	Civics & Governance II
<b>9342AX0</b>	American History I
<b>9343AX0</b>	American History II

Students will also take specific courses in the following areas:

Health and Physical Education (taken during freshman year)

Preparation I 9240AX0 (1 credit)

Preparation II 9241AX0 (2 credits)

Preparation III 9242AX0 (2 credits)

Preparation IV 9243AX0 (1 credit)

Preparation I Lab 9240AX0L

Preparation II Lab 9241AX0L

Preparation III Lab 9242AX0L

Preparation IV Lab 9243AX0L

Self-Advocacy Development 9246AX0 (1 credit)

### **Freshman Entering High School in 2019-2020 and beyond:**

NC Vocational Preparation 9391AX0

NC Health, Safety and Independent Living 9390AX0

# CAREER AND COLLEGE PROMISE

## What is Career and College Promise?

Success in today's global economy may require a two-or four-year degree, a certificate or diploma, or a nationally-recognized job credential. North Carolina's Career and College Promise (CCP) offers high school students in North Carolina a clear, focused and affordable path to future success. CCP is our state's commitment to helping every qualified student gain access to an affordable college education. Through a partnership of the NC Department of Public Instruction, the NC Community College System, the University of North Carolina system and many independent colleges and universities, North Carolina is helping eligible students to begin earning college credit at a community college campus at no cost to them or their families. Qualified North Carolina high-school age students can begin their two-or four-year college work, tuition free, while they are in high school allowing them to get a head start on their workplace and college preparation.

The purpose of Career and College Promise is to offer structured opportunities for qualified high school students to dually enroll in community college courses that provide pathways that lead to a certificate, diploma, or degree as well as provide entry-level jobs skills. CCP offers North Carolina high school students a clear path to success in college or in a career. The program is free to all students who maintain a "B" average and meet other eligibility requirements. Through this partnership, North Carolina is helping eligible high school students to begin earning college credit at a community college campus at no cost to them or their families.

## Career and College Promise Pathways

CCP provides three pathways to help advance eligible students' post-high school success:

- **College Transfer Pathway**  
*College transfer pathways provide tuition-free course credits toward the Associate in Arts or Associate in Science that will transfer seamlessly to any public or participating private college or university.*
- **Career and Technical Education Pathway**  
*Earn tuition-free course credits toward a job credential, certificate or diploma in a technical career.*
- **Cooperative Innovative High School Pathway**  
*See Randolph Early College High School section.*

## College Coursework

Challenging courses and curriculums are offered in collaboration with Randolph Community College and are designed for students who plan to enter college. Randolph Community College provides the instruction and course content for these courses. Placement tests must be successfully completed to gain entry into the college transfer pathways. Dual credit will be awarded for courses that meet the depth, breadth and rigor as deemed appropriate by the superintendent.

Courses selected have been articulated with the North Carolina university system as approved transfer courses. Students planning to transfer to colleges outside the North Carolina university system should consult the catalog of the institution to which they plan to transfer to guide them in selecting acceptable courses for transfer.

Students may have to purchase their own textbooks; however, they will not have to pay tuition. To be eligible to receive financial aid from Randolph Community College after graduating high school, the student must maintain satisfactory academic progress toward an eligible program of study. The student must successfully complete 67% of the cumulative credit hours attempted to meet the minimum requirement. For example, if the student attempts 12 credit hours during enrollment, the student must successfully complete 8 credit hours (12 hours attempted x 67% = 8 hours). Successful completion is defined as receiving a grade of A, B, C, or D.

## Career and College Promise Operating Procedures

Session Law 2011-145, the Appropriations Act of 2011, authorized the State Board of Education and the State Board of Community Colleges to establish the Career and College Promise program, effective January 1, 2012.

Career and College Promise provides seamless dual enrollment educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. North Carolina community colleges may offer the following Career and College Promise pathways aligned with the K-12 curriculum and career and college ready standards adopted by the State Board of Education:

- College Transfer Pathway
- Career and Technical Education Pathway
- Cooperative Innovative High School Pathway

## College Transfer Pathway

1. The Career and College Promise College Transfer Pathway requires the completion of at least thirty semester hours of transfer courses, including English and mathematics, and ACA 122 – College Transfer Success.
2. To be eligible for enrollment, a high school student must meet the following criteria:
  - a. Be a high school junior or senior;
  - b. Have an unweighted GPA of 2.8 on high school courses; or
  - c. Demonstrate college readiness on an assessment or placement test (see chart on next page).
3. To maintain eligibility for continued enrollment, a student must
  - a. Continue to make progress toward high school graduation, and
  - b. Maintain a 2.0 GPA in college coursework after completing two courses. *A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.*
4. A student must enroll in one College Transfer Pathway program of study and may not substitute courses in one program for courses in another.
5. A student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief student development administrator.
6. With approval of the high school principal or his/her designee and the college's chief student development administrator, a student who completes a College Transfer Pathway, while still enrolled in high school, may continue to earn college transfer credits leading to the completion of the Associate in Arts or Associate in Science. The AA/AS may not be awarded prior to high school graduation verification.
7. With approval of the high school principal or his/her designee and the college's chief student development administrator, a student may enroll in both a College Transfer Pathway program of study and a Career Technical Education program of study.

## Career Technical Education Pathway

1. The Career and College Promise Career Technical Education Pathway leads to a certificate or diploma aligned with a high school Career Cluster.
2. To be eligible for enrollment, a high school student must meet the following criteria:
  - a. Be a high school junior or senior;
  - b. Have an unweighted GPA of 2.8 on high school courses or have the recommendation of the high school principal or his/her designee; or Demonstrate college readiness on an assessment or placement test (see chart on next page).
  - c. Have received career pathway information outlining program requirements for completion of the certificate or diploma.
3. College Career Technical Education courses may be used to complete a four-unit career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement.
4. To maintain eligibility for continued enrollment, a student must
  - a. Continue to make progress toward high school graduation, and
  - b. Maintain a 2.0 in college coursework after completing two courses. *A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.*
5. A student may be awarded a certificate or diploma prior to high school graduation. The AAS may not be awarded prior to high school graduation verification.
6. A student must enroll in one program of study and may not substitute courses in one program for courses in another. The student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief student development administrator.
7. With approval of the high school principal or his/her designee and the college's chief student development administrator, a student may concurrently enroll in two CTE programs of study or both a College Transfer Pathway program of study and a Career Technical Education program of study.
8. While students are not required to demonstrate college readiness on an assessment or placement test to be eligible for the CTE Pathway, some courses within the program may have developmental course prerequisite requirements which must be met. CCP students may not enroll in developmental courses but may meet prerequisite requirements through approved college placement testing.

## Career and College Promise Eligibility Benchmarks on Approved Diagnostic Assessment Tests

	PSAT 10 and PSAT/NMSQT	SAT	Pre-ACT and ACT	NC DAP	RISE Placement Test	Advanced Placement
<b>ENGLISH</b>	26 or composite score of 460 for Evidence-Based Reading and Writing	480 composite score for Evidence-Based Reading and Writing	18	≥ 151 composite score	≥ 75 on Tier 1 and Tier 2	≥ 3 English Language and Composition
<b>READING</b>	26 or composite score of 460 for Evidence-Based Reading and Writing	480 composite score for Evidence-Based Reading and Writing	22	≥ 151 composite score	≥ 75 on Tier 1 and Tier 2	≥ 3 English Literature and Composition
<b>MATHEMATICS</b>	24.5 or 510	530	22	7 on each assessment for DMA 010-060	≥ 75 on Tier 1, Tier 2 and Tier 3	≥ 3 Calculus AB or Calculus BC

College Readiness may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 22 on ACT math with a 480 on SAT composite score for evidenced based reading and writing to demonstrate college readiness.



For information on Randolph Community College Placement Testing, visit the following web site:  
[www.randolph.edu/student-success/placement-assessment.html](http://www.randolph.edu/student-success/placement-assessment.html)

### Career and College Promise Contact Information

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 Randolph Community College

336.625.6085

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[www.randolph.edu/career-college-promise](http://www.randolph.edu/career-college-promise)

Please contact your School Counselor, Career Coach or Career Development Coordinator for additional information regarding Career and College Promise programs at Randolph Community College.

## CCP College Transfer Pathway Leading to the Associate in Arts

The CCP College Transfer Pathway leading to the Associate in Arts is designed for high school juniors and seniors who wish to begin study toward the Associate in Arts degree and a baccalaureate degree in a non-STEM major.

### GENERAL EDUCATION (31-32 SHC) *Universal General Education Transfer Component Courses*

#### English Composition (6 SHC)

*The following two English composition courses are required.*

ENG 111 Writing & Inquiry	(3 SHC)
ENG 112 Writing/Research in the Disciplines	(3 SHC)

#### Humanities/Fine Arts (9 SHC)

*Select three courses from at least two different disciplines/prefixes.*

ART 111 Art Appreciation	(3 SHC)
ART 114 Art History Survey I	(3 SHC)
ART 115 Art History Survey II	(3 SHC)
COM 231 Public Speaking	(3 SHC)
ENG 231 American Literature I	(3 SHC)
ENG 232 American Literature II	(3 SHC)
ENG 241 British Literature I	(3 SHC)
ENG 242 British Literature II	(3 SHC)
MUS 110 Music Appreciation	(3 SHC)
PHI 215 Philosophical Issues	(3 SHC)
PHI 240 Introduction to Ethics	(3 SHC)

#### Social/Behavioral Sciences (9 SHC)

*Select three courses from at least two different disciplines/prefixes.*

ECO 251 Principles of Microeconomics	(3 SHC)
ECO 252 Principles of Macroeconomics	(3 SHC)
HIS 111 World Civilizations I	(3 SHC)
HIS 112 World Civilizations II	(3 SHC)
HIS 131 American History I	(3 SHC)
HIS 132 American History II	(3 SHC)
POL 120 American Government	(3 SHC)
PSY 150 General Psychology	(3 SHC)
SOC 210 Introduction to Sociology	(3 SHC)



**Natural Sciences (4 SHC)**

Select one course or course combination from the following (4 SHC required).

BIO 110 Principles of Biology	(4 SHC)
BIO 111 General Biology I	(4 SHC)
CHM 151 General Chemistry I	(4 SHC)
GEL 111 Introductory Geology	(4 SHC)
PHY 110 Conceptual Physics and PHY 110A (Lab)	(3+1 SHC)

**Mathematics (3-4 SHC)**

Select one course from the following.

MAT 143 Quantitative Literacy	(3 SHC)
MAT 152 Statistical Methods I	(4 SHC)
MAT 171 Precalculus Algebra	(4 SHC)

**Academic Transition (1 SHC)**

The following course is required.

ACA 122 College Transfer Success	(1 SHC)
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\*A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the Comprehensive Articulation Agreement as part of this pathway. These courses are not a part of the UGETC. 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.

## CCP College Transfer Pathway Leading to the Associate in Science

The CCP College Transfer Pathway Leading to the Associate in Science is designed for high school juniors and seniors who wish to begin study toward the Associate in Science degree and a baccalaureate degree in a STEM or technical major.

### **GENERAL EDUCATION (34 SHC)** *Universal General Education Transfer Component Courses*

#### **English Composition (6 SHC)**

*The following two English composition courses are required.*

ENG 111 Writing & Inquiry	(3 SHC)
ENG 112 Writing/Research in the Disciplines	(3 SHC)

#### **Humanities/Fine Arts (6 SHC)**

*Select two courses from at least two different disciplines/prefixes.*

ART 111 Art Appreciation	(3 SHC)
ART 114 Art History Survey I	(3 SHC)
ART 115 Art History Survey II	(3 SHC)
COM 231 Public Speaking	(3 SHC)
ENG 231 American Literature I	(3 SHC)
ENG 232 American Literature II	(3 SHC)
ENG 241 British Literature I	(3 SHC)
ENG 242 British Literature II	(3 SHC)
MUS 110 Music Appreciation	(3 SHC)
PHI 215 Philosophical Issues	(3 SHC)
PHI 240 Introduction to Ethics	(3 SHC)

#### **Social/Behavioral Sciences (6 SHC)**

*Select two courses from at least two different disciplines/prefixes.*

ECO 251 Principles of Microeconomics	(3 SHC)
ECO 252 Principles of Macroeconomics	(3 SHC)
HIS 111 World Civilizations I	(3 SHC)
HIS 112 World Civilizations II	(3 SHC)
HIS 131 American History I	(3 SHC)
HIS 132 American History II	(3 SHC)
POL 120 American Government	(3 SHC)
PSY 150 General Psychology	(3 SHC)
SOC 210 Introduction to Sociology	(3 SHC)

**Natural Sciences (8 SHC)**

Select two courses or course combinations from the following (8 SHC required).

BIO 110 Principles of Biology	(4 SHC)
BIO 111 General Biology I	(4 SHC)
BIO 112 General Biology II	(4 SHC)
CHM 151 General Chemistry I	(4 SHC)
CHM 152 General Chemistry II	(4 SHC)
GEL 111 Introductory Geology	(4 SHC)
PHY 110 Conceptual Physics and PHY 110A (Lab)	(3+1 SHC)
PHY 151 College Physics I and PHY 152 College Physics II	(4+4 SHC)

**Mathematics (3-4 SHC)**

Select one course from the following.

MAT 171 Precalculus Algebra	(4 SHC)
MAT 172 Precalculus Trigonometry	(4 SHC)
MAT 271 Calculus I	(4 SHC)

**Academic Transition (1 SHC)**

The following course is required.

ACA 122 College Transfer Success	(1 SHC)
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\*A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the Comprehensive Articulation Agreement as part of this pathway. These courses are not a part of the UGETC. 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.

## Career and College Promise Courses Satisfying High School Graduation Requirements

High School Credit/Graduation Requirement	Career and College Promise Courses
American History I	HIS 131 American History I
American History II	HIS 132 American History II
Biology	BIO 111 General Biology I* and BIO 112 General Biology II* *must take EOC to meet HS graduation requirement
English III	ENG 111 Writing & Inquiry <b>and</b> ENG 112 Writing/Research in the Disciplines <b>and</b> ENG 231 American Literature I <b>or</b> ENG 232 American Literature II
English IV	ENG 111 Writing & Inquiry <b>and</b> ENG 112 Writing/Research in the Disciplines <b>and</b> ENG 241 British Literature I <b>or</b> ENG 242 British Literature II
Fourth Math	MAT 143 Quantitative Literacy <b>or</b> MAT 152 Statistical Methods I <b>or</b> MAT 171 Pre-calculus Algebra <b>or</b> MAT 172 Pre-calculus Trigonometry <b>or</b> MAT 263 Brief Calculus <b>or</b> MAT 271 Calculus I <b>or</b> MAT 272 Calculus II
Physical Science	CHM 151 General Chemistry I <b>and</b> CHM 152 General Chemistry II; <b>or</b>  PHY 151 College Physics I <b>and</b> PHY 152 College Physics II; <b>or</b>  PHY 251 General Physics I <b>and</b> PHY 252 General Physics II
World History	HIS 111 World Civilizations I <b>and</b> HIS 112 World Civilizations II

The following Career and College Promise Courses can satisfy high school credit/graduation requirements:

## CCP CAREER AND TECHNICAL EDUCATION PATHWAYS

The Career and Technical Education Pathways allow students to earn a certificate or diploma in a technical field. Completing a CCP CTE pathway will allow students to explore career options, use credits toward high school graduation, earn credits toward a two-year degree, and graduate high school career ready. For a complete list of courses in each pathway, visit [www.randolph.edu/career-college-promise/career-technical-education-pathway.html](http://www.randolph.edu/career-college-promise/career-technical-education-pathway.html).

### ACCOUNTING AND FINANCE

The Accounting curriculum is designed to provide students with the knowledge and skills necessary for employment and growth in the accounting profession. Using the "language of business," accountants assemble and analyze, process, and communicate essential information about financial operations. In addition to coursework in accounting principles, theories, and practice, students will study business law, finance, management, and economics. Related skills are developed through the study of communications, computer applications, financial analysis, critical thinking skills, and ethics. Graduates should qualify for entry-level accounting positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies. With work experience and additional education, an individual may advance in the accounting profession. *Completing the Accounting Certificate will give students 14 hours that can be applied to earning a diploma or degree. All of the courses in the Accounting Certificate count toward the Accounting Diploma and the Associate in Applied Science Degree in Accounting.*

### ADVERTISING & GRAPHIC DESIGN

The Advertising & Graphic Design curriculum is designed to provide students with knowledge and skills necessary for employment in the graphic design profession, which emphasizes design, advertising, illustration, and digital and multimedia preparation of printed and electronic promotional materials. Students will be trained in the development of concept and design for promotional materials such as newspaper and magazine advertisements, posters, folders, letterheads, corporate symbols, brochures, booklets, preparation of art for printing, lettering and typography, photography, and electronic media. Graduates should qualify for employment opportunities with graphic design studios, advertising agencies, printing companies, department stores, a wide variety of manufacturing industries, newspapers, and businesses with in-house graphics operations. *Students who complete the Advertising & Graphic Design Certificate are well on their way to a college degree. They will have earned 16 semester hours of credit toward the Advertising & Graphic Design Associate in Applied Science Degree from Randolph Community College.*

### AGRIBUSINESS TECHNOLOGY

The Agribusiness Technology curriculum is designed to provide the entrepreneurial and technical skills necessary to manage a profitable, environmentally sound, community based small farm or agricultural business. The objective is the development of a workplace knowledgeable in sustainable agricultural practices. Students will learn the fundamentals of agriculture, focusing on crop production and business. Emphasis is placed on entrepreneurial and field training. Students will also learn the basic principles of our economic systems and government policies and programs relating to agriculture.

### AUTOMOTIVE SYSTEMS TECHNOLOGY

Automotive Systems Technology is a program that prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. This program includes instruction in brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drivetrains, and heating and air condition systems. Course work may include transportation systems theory, braking systems, climate control, design parameters, drive trains, electrical/electronic systems, engine repair, engine performance, environmental regulations, materials, product finish, safety, steering/suspension, transmission/transaxles, and sustainable transportation, depending on the program major area chosen. Graduates of this pathway should be prepared to take professional licensure exams, which correspond to certain programs of study, and to enter careers as entry-level technicians in the transportation industry. *Students who complete the Automotive Systems Technology Certificate are almost halfway to earning a college Diploma in Automotive Systems Technology. The students will have earned 17 of the 40 semester hours of credit required for the Diploma. In addition, completion of the Diploma level allows students to work toward completion of the Associate in Applied Science Degree.*

### BUSINESS ADMINISTRATION-MARKETING

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy. Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making. Through these skills, students will have a sound business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.

### COLLISION REPAIR & REFINISHING TECHNOLOGY

Collision Repair & Refinishing Technology is a program that prepares individuals to apply technical knowledge and skills to repair, reconstruct and finish automobile bodies, fenders, and external features. This program includes instruction in structure analysis, damage repair, non-structural analysis, mechanical and electrical components, plastics and adhesives, painting and refinishing techniques, and damage analysis and estimating. *Students*

who complete the Collision Repair & Refinishing Technology certificate courses will have 14 semester credit hours which count toward the Collision Repair & Refinishing Technology diploma and degree.

## **COMPUTER-INTEGRATED MACHINING – FUNDAMENTAL MACHINING**

The Computer-Integrated Machining curriculum prepares students with the analytical, creative and innovative skills necessary to take a production idea from an initial concept through design, development and production, resulting in a finished product. Course work may include manual machining, computer applications, engineering design, computer-aided drafting (CAD), computer-aided machining (CAM), blueprint interpretation, advanced computerized numeric control (CNC) equipment, basic and advanced machining operations, precision measurement and high-speed multi-axis machining. Graduates should qualify for employment as machining technicians in high-tech manufacturing, rapid-prototyping and rapid-manufacturing industries, specialty machine shops, fabrication industries, and high-tech or emerging industries such as aerospace, aviation, medical, and renewable energy, and to sit for machining certification examinations.

## **CRIMINAL JUSTICE TECHNOLOGY**

The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement; judicial processes; corrections; and security services. The criminal justice system's role within society will be explored. Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics, and community relations. Additional study may include issues and concepts of government, counseling, communications, computers, and technology. Employment opportunities exist in a variety of local, state, and federal law enforcement; corrections; and security fields. Examples include police officer, deputy sheriff, county detention officer, state trooper, intensive probation/parole surveillance officer, correctional officer, and loss prevention specialist.

## **EARLY CHILDHOOD EDUCATION FOUNDATION**

The Early Childhood Education curriculum prepares individuals to work with children from birth through age eight in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers. Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children. Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

## **ELECTRICAL SYSTEMS TECHNOLOGY**

The Electrical Systems Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial, and industrial facilities. Coursework, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, programmable logic controllers, industrial motor controls, applications of the National Electric Code and other subjects as local needs require. Graduates should qualify for a variety of jobs in the electrical field as an on-the-job trainee or apprentice assisting in the layout, installation, and maintenance of electrical systems.

## **HEALTHCARE MANAGEMENT TECHNOLOGY**

The Healthcare Management Technology curriculum is designed to prepare students for employment in healthcare business and financial operations. Students will gain a comprehensive understanding of the application of management principles to the healthcare environment. The curriculum places emphasis on planning, organizing, directing, and controlling tasks related to healthcare organizational objectives including the legal and ethical environment. Emphasis is placed on the development of effective communication, managerial, and supervisory skills. Graduates may find employment in healthcare settings including hospitals, medical offices, clinics, long-term care facilities, and insurance companies. Graduates are eligible to sit for various certification exams upon completion of the degree with a combination of a minimum of two years' administrative experience. Eligible certifications include, but are not limited to, the Professional Association of Healthcare Office Managers (PAHCOM), the Healthcare Financial Management Association (HFMA), the Certified Patient Account Manager (CPAM) and the Certified Manager of Patient Accounts (CMPA) examinations.

## **HUMAN SERVICES SUBSTANCE ABUSE**

The Human Services Technology curriculum prepares students for entry-level positions in institutions and agencies which provide social, community, and educational services. Along with core courses, students take courses which prepare them for specialization in specific human service areas. Students will take courses from a variety of disciplines. Emphasis in core courses is placed on development of relevant knowledge, skills, and attitudes in human services. Fieldwork experience will provide opportunities for application of knowledge and skills learned in the classroom. Graduates should qualify for positions in mental health, child care, family services, social services, rehabilitation, correction, and educational agencies. Graduates choosing to continue their education may select from a variety of transfer programs at senior public and private institutions.

## **INFORMATION TECHNOLOGY**

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement and manage information systems in specialties such as database services, security, business intelligence, healthcare informatics and others depending on the technical path selected within this curriculum. Course work includes development of a student's ability to create, store, communicate, exchange and use information to solve technical issues related to information support and services, interactive media, network systems, programming and software

development, information security and other emerging technologies based on the selected area of study. Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to design and manage information. The program will incorporate the competencies of industry-recognized certification exams.

## **INTERIOR DESIGN**

The Interior Design curriculum is designed to prepare students for a variety of job opportunities in the field of both residential and nonresidential interior design. The focus of the studies is technical knowledge, professional practices, and aesthetic principles and design process. Curriculum content includes residential and nonresidential interior design, architectural drafting, computer-aided design, and universal design. Also included are basic design, code standards, history of interiors and furnishings, color theory, products, business practices, visual presentations, and sustainable principles. Graduates should qualify for interior design opportunities in numerous residential and commercial environments such as hospitality, corporate, mercantile, educational, and healthcare. Interior designers also have employment opportunities in real estate, entertainment, visual merchandising, government, sales and marketing, and other specialties dealing with interiors.

## **MANICURING/NAIL TECHNOLOGY**

The Manicuring/Nail Technology curriculum provides competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the nail technology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills. Course work includes instruction in all phases of professional nail technology, business/computer principles, product knowledge, and other related topics. Graduates should be prepared to take the North Carolina Cosmetology State Board Licensing Exam and upon passing be licensed and qualify for employment in beauty and nail salons, as a platform artist, and in related businesses. The Manicuring/Nail Technology Certificate pathway allows high school students to take courses during their senior year.

## **MANUFACTURING TECHNOLOGY**

This curriculum is designed to prepare students through the study and application of the principles for developing, implementing and improving integrated systems involving people, materials, equipment and information as leaders in an industrial or manufacturing setting. Course work includes mathematics, systems analysis, leadership and management skills, quality and productivity improvement methods, cost analysis, facilities planning, manufacturing materials and processes, and computerized production methods. More specifically, a course of study that prepares students to use basic engineering principles and technical skills to identify and resolve production problems in the manufacture of products. Includes instruction in machine operations and CNC principles, production line operations, instrumentation, computer-aided manufacturing (CAM) and other computerized production techniques, manufacturing planning, quality control, quality assurance and informational infrastructure. Graduates should qualify for employment as a manufacturing technician, quality assurance technician, CAD/CAM technician, team leader, or research and development technician. This program is offered as a part of the Apprenticeship Randolph initiative with area high schools and local manufacturing industries. For more information about Apprenticeship Randolph, please visit [www.apprenticeshiprandolph.com](http://www.apprenticeshiprandolph.com).

## **MECHATRONICS ENGINEERING TECHNOLOGY**

The Mechatronics Engineering Technology curriculum is designed to prepare students to use basic engineering principles and technical skills in developing and testing automated, servo mechanical, and other electromechanical systems through the study and application of principles from mathematics, natural sciences, and technology and applied processes based on these subjects. Course work includes instruction in prototype testing, manufacturing and operational testing, systems analysis and maintenance procedures. Graduates should be qualified for employment in industrial maintenance and manufacturing including assembly, testing, startup, troubleshooting, repair, process improvement, and control systems, and should qualify to sit for Packaging Machinery Manufacturers Institute (PMMI) mechatronics or similar industry examinations.

## **MEDICAL OFFICE TECHNOLOGY**

This curriculum prepares individuals for employment in medical and other health-care related offices. Course work will include medical terminology; information systems; office management; medical coding, billing and insurance; legal and ethical issues; and formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments. Employment opportunities are available in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other health-care related organizations. The Medical Office Administration Certificate pathway allows high school students to take courses during their junior/senior years.

## **THERAPEUTIC & DIAGNOSTIC SERVICES – MEDICAL ASSISTANT**

The Medical Assisting curriculum prepares multi-skilled health care professionals qualified to perform administrative, clinical, and laboratory procedures. Course work includes instruction in scheduling appointments, coding and processing insurance accounts, billing, collections, medical transcription, computer operations; assisting with examinations/treatments, performing routine laboratory procedures, electrocardiography, supervised medication administration; and ethical/legal issues associated with patient care. Graduates of CAAHEP-accredited medical assisting programs may be eligible to sit for the American Association of Medical Assistants' Certification Examination to become Certified Medical Assistants. Employment opportunities include physicians' offices, health maintenance organizations, health departments, and hospitals.

*Students completing the CCP pathway for Medical Assisting will have earned 27 of the 73 credit hours required for the A.A.S. degree which constitutes the majority of the general education requirements. Students completing this pathway also have the opportunity to earn CPR and Nurse Aide I certification needed for clinical experience. For more information about the A.A.S in Medical Assisting, visit [www.randolph.edu/medical-assisting-home](http://www.randolph.edu/medical-assisting-home). \*\*Students must meet eligibility requirements including placement testing to enroll in this program.*

## **THERAPEUTIC & DIAGNOSTIC SERVICES – NURSING**

The Nursing Assistant pathway allows high school students to get a head start on the general education requirements toward the Associate Degree in Nursing (ADN). The curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential. Course work includes and builds upon the concepts of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics. Graduates of the ADN program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global health care system and may include acute, chronic, extended, industrial, and community health care facilities. *Students completing the CCP pathway for Nursing Assistant will have earned 20 of the 75 credit hours required for the A.A.S. degree which constitutes the majority of the general education requirements. Students completing this pathway also have the opportunity to earn CPR and Nurse Aide I certification required for clinical experience. For more information about the Associate Degree in Nursing, visit [www.randolph.edu/associate-degree-nursing-home](http://www.randolph.edu/associate-degree-nursing-home). \*\*Students must meet eligibility requirements including placement testing to enroll in this program.*

## **THERAPEUTIC & DIAGNOSTIC SERVICES – RADIOGRAPHY**

The Radiography curriculum prepares the graduate to be a radiographer, a skilled health care professional who uses radiation to produce images of the human body. Course work includes clinical rotations to area health care facilities, radiographic exposure, image processing, radiographic procedures, physics, pathology, patient care and management, radiation protection, quality assurance, anatomy and physiology, and radiobiology. Graduates of accredited programs are eligible to apply to take the American Registry of Radiologic Technologists' national examination for certification and registration as medical radiographers. Graduates may be employed in hospitals, clinics, physicians' offices, medical laboratories, government agencies, and industry. *Students completing the CCP pathway for Radiography will have earned 21 of the 75 credit hours required for the A.A.S. which covers nearly all general education requirements. Students completing this pathway also have the opportunity to earn CPR and Nurse Aide I certification needed for clinical experience. For more information about the A.A.S in Radiography, visit [www.randolph.edu/radiography-home](http://www.randolph.edu/radiography-home). \*\*Students must meet eligibility requirements including placement testing to enroll in this program.*

## **WELDING TECHNOLOGY**

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metalworking industry. Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses may include math, print reading, metallurgy, welding inspection, and destructive and nondestructive testing providing the student with industry-standard skills developed through classroom training and practical application. Graduates of the Welding Technology curriculum may be employed as entry-level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment. The Welding Technology Certificate pathway allows high school students to take courses during their senior year.

*For a complete listing of courses offered in the Career and Technical Education pathways at Randolph Community College, visit [www.randolph.edu/career-college-promise.html](http://www.randolph.edu/career-college-promise.html).*

## **Randolph Community College Courses and Descriptions (CCP Courses)**

Career and College Promise courses earning three or more semester hours credit receive dual credit (high school and college credit) upon successful completion. Courses approved for transfer under the Comprehensive Articulation Agreement as a pre-major and/or elective course requirement receive additional quality points in the student's high school grade point average calculation.

For information about course descriptions, prerequisites, and transfer credits, please visit Randolph Community College's online catalog at <https://www.randolph.edu/curriculum-tools/course-descriptions.html>.



STUDENT NAME:  
STUDENT ID:  
GRADUATION YEAR:

# My Plan

FOR HIGH SCHOOL & BEYOND

 **High School Plan**

**9<sup>TH</sup>**  
*grade*

English	
Math	
Science	
History	
Health/PE	
Elective	
Elective	
Elective	

**10<sup>TH</sup>**  
*grade*

English	
Math	
Science	
History	
Elective	
Elective	
Elective	
Elective	

**11<sup>TH</sup>**  
*grade*

English	
Math	
Science	
History	
Elective	
Elective	
Elective	
Elective	

**12<sup>TH</sup>**  
*grade*

English	
Math	
History	
Elective	
Elective	
Elective	
Elective	
Elective	



**Graduation Requirements Checklist**

English	I	II	III	IV
Math	I	II	III	IV
Science	EE	BIO	PS	CH
History	WH	CE	AI	AII
Health/PE	HL			
Electives				
			WL	WL

<b>CTE CLUSTER</b>	
Foundational	
Foundational	
Completer	
Enhancement <small>(or Foundational)</small>	



**Post-Secondary Plan**



**EASTERN RANDOLPH HIGH SCHOOL**

390 Eastern Randolph Road  
Ramseur, NC 27316  
336-824-2351

**PROVIDENCE GROVE HIGH SCHOOL**

5555 Mack Lineberry Road  
Climax, NC 27233  
336-685-0728

**RANDOLPH EARLY COLLEGE HIGH SCHOOL**

629 Industrial Park Avenue  
Asheboro, NC 27205  
336-625-1137

**RANDLEMAN HIGH SCHOOL**

4396 Tigers Den Road  
Randleman, NC 27317  
336-498-2682

**SOUTHWESTERN RANDOLPH HIGH SCHOOL**

1641 Hopewell Friends Road  
Asheboro, NC 27205  
336-381-7747

**TRINITY HIGH SCHOOL**

5746 Trinity High School Drive  
Trinity, NC 27370  
336-861-6870

**UWHARRIE RIDGE SIX-TWELVE**

1463 Pleasant Union Road  
Trinity, NC 27370  
336-241-3900

**WHEATMORE HIGH SCHOOL**

3678 Finch Farm Road  
Trinity, NC 27370  
336-476-1500