Lexington Senior High School

Curriculum and Planning Guide

2020-2021

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Planning Ahead

Course Descriptions

DCCC Offerings

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Modified Block Schedule

All schools use the block schedule. Courses are scheduled primarily in a 90-minute 4X4 semester block format with specific courses scheduled on a 90-minute, A Day/B Day year-long format. Every attempt will be made to balance student schedules between academic and elective classes each semester.

The modified block schedule offers these advantages:

• Greater choices of courses for students.
• Flexibility to offer students who need additional assistance in specific subjects a second class in the same subject in the same school year.
• Acceleration and credit recovery possibilities.
• Longer class periods encourage learning by a variety of instructional methods.
• More instructional time because less time is wasted starting and ending classes with fewer class changes.
• Fewer class changes improve school climate and discipline
• Improved teacher-student relationships because teachers see fewer students each day.

Course levels

Before signing up for courses, you and your parents will be given information to guide you in the registration process. Factors to consider include course demands, your preparation and your future plans, including course of study. LSHS uses course assignment principles to register students for core classes. Course assignments rely heavily on end-of-course exams. Utilizing standardized course scores assists in having students enroll in the most challenging and rigorous courses. Parents who want their child to take a course that is more or less rigorous than recommended by test scores can request a different course. Students and parents are strongly encouraged to discuss course assignments counselors early in the registration process.

- Regular level courses are taught at the standard level and meet the requirements for the Future-Ready core course of study
- Honors level courses prepare you for college/university study. Grades in these courses receive an additional 0.5 quality point.
- Advanced Placement (AP) courses are college-level studies for which you may receive advanced standing and/or credit from a college. Grades in AP courses receive one additional quality point with the completion of the AP exam. The AP courses available at LSHS:

  AP Art Studio: Drawing
  AP Biology
  AP Calculus
  AP English — Language & Composition
  AP English — Literature & Composition
  AP Environmental Science
  AP Government & Politics
  AP Human Geography
  AP Physics Algebra I
  AP Psychology
  AP Research (Capstone)
  AP Seminar (Capstone)
  AP United States History
  AP World History

Grading Scale

Letter Grade	Percentage Grade	Grade Point	Honors Grade Point	AP/CCP Grade Point
A	90-100	4.0	4.5	5
B	80-89	3.0	3.5	4
C	70-79	2.0	2.5	3
D	60-69	1.0	1.5	2
F	59 and below	0	0	0

Class rank

Class rank is figured weighted, based on quality point average (QPA). The weighted class rank is shown on transcripts. Rank is calculated at the end of each semester

Career and College Promise

Career and College Promise allows qualified high school juniors and seniors to begin their two-year college work, tuition free, while they are in high school, giving them a head start on their workplace and college preparation. Students must pay semester fees. LCS may purchase textbooks for students for Fall and Spring semesters. If purchased by the school, textbooks must be returned at the end of the semester. Career and College Promise at Davidson County Community College (DCCC) provides over 25 different pathways from which to choose.

College Transfer Pathways

Students planning to pursue four-year undergraduate degrees can choose from two college transfer pathways:
• Associate in Arts
• Associate in Science

College transfer requirements:
• Junior or senior aged 15 or older
• Weighted GPA of 3.0 on all courses
• Meet prerequisites for all courses
• Demonstrate college readiness on SAT/ACT or College Placement Testing (CPT)
• Career Technical Pathways
• Students can choose from several Career Technical Pathways.

Career Technical Pathway Requirements:
• Junior or senior aged 15 or older
• If a student has below a 3.0 GPA they must have the recommendation of their high school principal or school counselor to participate in CCP.
• Meet prerequisites for all courses
For more information about Career and College Promise, please see your counselor

DROPPING A DCCC COURSE
If a student is dropped from a DCCC course due to attendance, conduct or failing grades, the student will receive the failing grade on the high school transcript. Failing grades will be calculated in the student's high school grade point average (gpa), and the student will NOT earn college or high school credit for the dropped course. Credit recovery will not be available for any DCCC course.

DCCC Career & College Promise Pathways

Business, Engineering & Technical Studies

- Accounting and Finance
- Air Conditioning, Heating & Refrigeration
- Automotive Systems Technology
- Business Administration Computer-Integrated Machining
- Diesel & Heavy Equipment Service Technician
- Electronics Engineering – Autonomous Vehicles
- Electronics Engineering – Mechatronics
- Human Services Technology
- Industrial Systems Technology
- Information Technology
- Paralegal Technology
- Supply Chain Management
- Welding Technology

Health, Wellness & Public Safety

- Central Sterile Processing
- Cosmetology
- Criminal Justice Technology
- Emergency Medical Science
- Esthetics Technology
- Fire Protection Technology
- Health Information Technology
- Medical Assisting
- Nurse Aide
- Pharmacy Technology

Arts, Sciences & Education

- Aquarium Science Technology
- College Transfer, Associate in Arts
- College Transfer, Associate in Science
- Early Childhood Preschool
- Infant/Toddler Care
- Zoological Science Technology

DCCC
THE COLLEGE OF DAVIDSON AND DAVIE COUNTIES

TESTING PROGRAM IN HIGH SCHOOL

End-Of-Course Tests (EOC)
All students enrolled in a course that requires an End-of-Course test must take the test. Scores on End-of-Course tests will count as 20% of the final grade.

Career and Technical Education Post Assessments
All students enrolled in a CTE course that requires a Post Assessment must take the test. Scores on the CTE Post Assessment tests will count as 20% of the final grade.

Credit by Demonstrated Mastery (CDM)
Credit by Demonstrated Mastery is the process by which schools, based on a body of evidence, can award student credit in a particular course without requiring the student to complete the classroom instruction for a certain amount of seat time. It is a way for students to benefit from subject-level acceleration, as opposed to whole-grade acceleration.
All students in North Carolina Public Schools in grades 9-12 are eligible to request an opportunity to earn credit by demonstrating mastery for available courses.

Advanced Placement Exams (AP)
The Advanced Placement Program (AP) is a cooperative educational endeavor between high schools and colleges. It gives high school students exposure to college-level material through involvement in an AP course, and then gives them an opportunity to show what they have learned by taking an AP Exam. Colleges and universities are then able to grant credit, placement, or both to these students, providing the students meet specific AP scoring criteria. Any student taking an AP course is required to take the AP Exam that is administered in the spring. The College Board administers the Advanced Placement Program. Sufficient student enrollment is required for any of these courses to be taught.

ACT/PLAN/WorkKeys
The North Carolina Department of Public Instruction has entered into a partnership with ACT, a 51–year old not-for-profit organization that provides educational assessment, research, information, and program management services. North Carolina 11th graders will take the ACT® test and 10th graders will take the PLAN® Test. Some students will also take the WorkKeys® assessment. These assessments will measure what students have learned in their courses and help educators identify the information that students still need to learn to succeed in college or a career.

SAT and ACT
Both the SAT and the ACT are college admissions tests. Students should check with the college or university to determine which test is required and preferred test dates. Students may get these dates through their counseling office. Students should consult the counseling office to receive information about SAT review opportunities.
Information on the SAT is outlined at https://www.collegeboard.org/. For ACT information, see www.act.org.

ONLINE LEARNING

N.C. Virtual Public School

Online courses are available to Lexington City School students through the N.C. Virtual Public School (NCVPS). Students taking online classes complete assignments using the Internet either during or after the regular school day. The NCVPS gives students the opportunity to enroll in courses that may not be available at their high school.

The NCVPS oversees the program, determines course offerings and operates the registration system. Therefore, Lexington City Schools does not control the course selections, or the number of students allowed to enroll in a class. Once the registration period opens, the school's distance learning advisor has the ability to enroll students. The number of students who can enroll in a course is limited and courses fill up quickly. The distance learning advisor works with the guidance counselor to assist students with course selection and the enrollment process.

The NCVPS notifies all high schools about course offerings and registration. Courses and enrollment dates are posted on the NCVPS website, www.ncvps.org, when the information becomes available.

To enroll in an online course, students and their parents should contact their high school guidance counselor to complete a screening form that assesses the student's potential for success in an online class and permission form to take a NCVPS course. Once the forms are completed and returned to the school, the guidance counselor may begin the enrollment process.

Report Cards

Report cards are issued at the end of each nine weeks, with progress reports being given out approximately every 4 1/2 weeks of the nine weeks grading period. Numerical grades are issued to designate a pupil's progress.

Repeat courses

A course may be repeated when it is required for graduation or the student seeks to improve their performance. When a student repeats a course, the new course grade shall replace the previous grade for the course and the new grade will be calculated into the GPA. Course credit will be granted only once.

Credit Recovery

Credit recovery is the process where a student takes a block of instruction that is less than an entire course in order to make up credit for a previously failed course. All credit recovery courses will receive a grade of Pass/Fail only. See your counselor for more details about credit recovery.

DRIVER EDUCATION

Driver Education is taught by a private company who contracts with the Lexington City Schools Board of Education. Classes are conducted during the summer and after school as student demand requires. Behind the wheel instruction is conducted when class work is completed during after school and weekend hours. Students must be 14 1⁄2 years old to enroll in a Driver Education class, but classes are offered to students in order of their age with the oldest students given priority. This course receives no high school credit.
The current cost of the course is $45 (cost is subject to change).

Graduation Requirements

In order to graduate, students must complete the Future-Ready course of study and earn a total of 28 credits including those courses required for your course of study. These courses are designed so that all students graduate college and career ready. Students who do not complete the courses of study approved by the State Board of Education will not receive a diploma. Individual course selections will vary depending on a student's post-secondary plans. The Occupational Course of Study is for some students with certified disabilities and an Individualized Education Program (IEP). This course of study includes work requirements. Students who do not complete all local and state requirements may be eligible for a graduation certificate

Career and College Ready Graduates

Students graduating in the Class of 2021 and beyond will now be required to meet the Career and College Ready Graduate (CCRG) guidelines as developed by the North Carolina Community College System and the North Carolina Department of Public Instruction.

Career and College Ready Graduates (CCRG) *requires all students* to demonstrate proficiency in English, Reading, and Math as determined by the ACT, SAT, AP Scores, Math 3 EOC benchmarks and have a minimum unweighted grade point average.

Students who do not meet the established benchmarks or have the minimum unweighted grade point average will be required to complete CCRG enhanced coursework in the content area (English and/or Math) before graduation.

Doing well in high school courses and on the ACT has always been important and now that importance becomes even more significant. Your School's Counselors will be providing information related to your ACT performance and its importance.

Early graduation

Students may be eligible to graduate in less than four years. If you meet the school system's graduation requirements before you have completed four full years, you may submit a written request to graduate early before registering in the spring of your junior year.

If you are not 18, your parents must give written permission. Check with your school counselor to make sure that you have met all the requirements. Your principal will consult with the superintendent to decide whether to grant your request. If you graduate early, your diploma can be mailed to you, or you may receive it at the graduation ceremony for your class

Promotion Policy

Students in grades 9-12 will have the following requirements for promotion to the next grade.

1. To be a sophomore, a student must have earned at least six (6) credits including:
• one (1) unit of English;
• one (1) unit of math;
• one (1) unit of social studies or science; and
• three (3) other units.

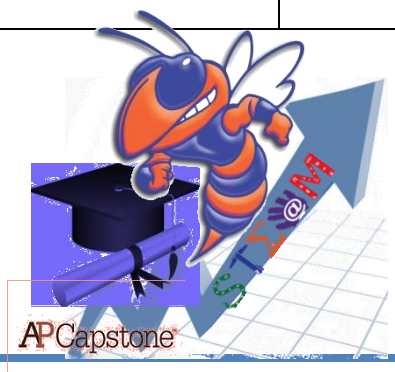
2. To be a junior, a student must have earned at least thirteen (13) credits including:
• two (2) units of English (including English 9);
• two (2) units of math (including Algebra I);
• three (3) units of social studies or science;
• one (1) unit of physical education; and
• five (5) elective credits.

3. To be a senior, a student must have earned at least twenty (20) credits including:
• English 9, English 10, and English 11;
• Algebra I and two (2) additional math units;
• three (3) units of social studies;
• two (2) units of science;
• one (1) unit of physical education; and
• eight (8) elective units.

Graduation Requirements as a STEAM Student

All students are expected to meet the requirements outlined in the Future-Ready core course of study with 28 credits to graduate in Lexington City Schools. STEAM students are required to complete 4 English credits, 4 Social Studies, 4 Math, 4 Science, 1 Physical Education, 4 cluster required courses (listed above), 1 additional course in Math or Science depending on declared STEAM pathway, and 6 additional elective courses. Students must pass an industry certification related to their chosen career cluster (listed above).

Subjects	FUTURE READY CORE	Year of Completion
Mathematic (4 to 5 Units)	Math I Honors (if no credit received in 8th grade) and/or Math II Honors Math 3 Honors Discrete Math Honors and/or Pre-Calculus AP Calculus and/or AP Statistics	9th Grade 10th Grade 11th Grade 12th Grade
Science (4 to 5 Units)	Earth Environmental Science Honor Biology Honors Physical Science and/or Chemistry, or Anatomy & Physiology Honors or AP Environmental Science or Forensic Science Honors,	9th Grade 10th Grade 11th Grade 12th Grade
Social Studies (4 Units)	World History Honors or AP World History Founding Principles of the United States of America and North Carolina: Civic Literacy American History or AP United States History* (APUSH) American History II/II Honors or another Social Studies elective (see courses below) *All students choosing to take APUSH must take 1 additional course from the following: Psychology Honors or AP Psychology, AP Government & Politics, AP Human Geography	9th Grade 10th Grade 11th Grade 12th Grade
English (4 Units)	English I Honors English II Honors English III Honors or AP English Language & Composition English IV Honors or AP English Literature	9th Grade 10th Grade 11th Grade 12th Grade



@Lexington Senior High School
Research, Academic Rigor, Distinction
Freshmen Class 2020 and Beyond

All students are expected to meet the requirements outlined in the Future-Ready core course of study with 28 credits to graduate in Lexington City Schools. Students who pursue the AP Capstone Diploma Program will complete a rigorous course of study. The recommended sequence for courses taken in the AP Course of Study are outlined in the below table.

Capstone Diploma Program		
Subjects	**Future Ready Core**	**Year of Completion**
Mathematics	**4 Units of Math and one Additional Credit**	
	Math 1 Honors, Math 2 Honors	9th Grade
	Math 3 Honors	10th Grade
	Pre Calculus Honors	11th Grade
	AP Calculus or AP Statistics (Math 4 Honors, Statistics DCCC)	12th Grade
Science	**4 Units of Science**	
	Earth and Environmental Science Honors	9th Grade
	Biology Honors	9th /10th Grade
	Chemistry Honors, Physical Science	10th Grade / 11th Grade
	AP Earth Science (Forensic Science Honors)	11th Grade
	AP Biology / AP Physics (Anatomy Honors)	12th Grade
Social Studies	**4 Units of Social Studies**	
	World History (AP World History subs for World History)	9th Grade
	Civic Literacy	10th Grade
	American History Honors (AP US History subs for American History 1 and American History 2) ****AP Research ****	11th Grade
	Economics and Personal Finance Honors	12th Grade
	Electives: AP Psychology, AP Government and Politics, AP Human Geography	10th -12th Grades
English	**4 Units of English**	
	English 1 Honors	9th Grade
	English 2 Honors *****AP Seminar*****	10th Grade
	AP English Language	11th Grade
	AP English Literature	12th Grade

N.C. Academic Scholar and Endorsements

To receive the N.C. Academic Seal of Recognition on your diploma, you must have a 3.5 GPA in the following subjects: Algebra I and II, Geometry, and a more advanced math if you took Algebra I in middle school, OR Math I, II and III, plus a higher level math course; Physics or Chemistry, Biology and an earth/environmental science course; two years of the same foreign language; and four elective credits constituting a concentration recommended from CTE, JROTC, the arts, foreign language or other areas.
Other potential endorsements include Career, College, College/UNC, and Global Languages.

THE UNIVERSITY OF NORTH CAROLINA SYSTEM

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

• In English: four (4) course units
• In Mathematics: four (4) course units including Algebra I, Algebra II, Geometry, and a higher-level mathematics course for which Algebra II is a prerequisite.
• In Science: three (3) course units including Biology, at least one (1) unit in a physical science (for example, physical science, chemistry, physics), and at least one (1) Laboratory course;
• In Social Studies: two (2) course units including one (1) unit in U.S. History
• In Foreign Language: two (2) course units of one language.
The University of North Carolina has minimum admissions requirements that became effective fall 2009, with incremental increases through fall 2013. The chart below illustrates the respective dates the new University of North Carolina requirements will go into effect. All applicants for first-time admission as freshmen must meet minimum high school GPA and SAT scores.
• Effective for students entering UNC in fall 2013, the minimum combined SAT score (on mathematics and critical reading) is 800 or a composite ACT of 17.
• The minimum high school GPA requirement is 2.5 for students entering in fall 2013 and beyond.

NCAA Eligibility Center (Clearinghouse)

To compete in NCAA athletics in college, you must meet graduation requirements. The minimum SAT or ACT score required for NCAA eligibility is determined on a sliding scale based on your grade-point average. Division I students must earn 16 credits in core courses. The 16 courses include four years of English; three years of math (Algebra I or higher); two years of science; one additional year of English, math or physical science; two years of social science; and four years of additional courses from any area above or foreign language or non-doctrinal religion/philosophy. Beginning in August 2016, 10 of those courses must be completed before a student's seventh semester. Seven of those 10 must be a combination of English, math and science. Credit recovery does not count toward NCAA eligibility. 2018 Division II New Academic Requirements College-bound student-athletes first enrolling at an NCAA Division II school on or after August 1, 2018, need to meet new academic rules to practice, compete and receive athletics scholarships during their first year.

• Complete 16 core courses.
• Earn a core-course GPA of at least 2.300.
• Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see back page).
• Graduate high school.

The NCAA has a central clearinghouse (www.ncaa.org/student-athletes/future/eligibility-center) to certify athletic eligibility to Division I and II institutions. Please see your high school counselor if you have questions.

Eligibility for athletics and extra-class activities

To participate in interscholastic athletics, you must meet the requirements set by the N.C. High School Athletic Association, as well as rules established by the Lexington City Board of Education. To qualify under state rules, you must:

• Have no more than 13 absences in a semester nor more than four seasons of participation in any sport since entering grade 9.
• Be under 19 years of age on or before Aug. 31
• Be in school 50 percent of any student day on which there is an athletic contest.
• Have passed 3 of 4 courses in the previous semester
• Have medical insurance.
• Have a medical exam within the last year.
• Have a medical release if you have missed five or more days of practice because of illness or injury

Local requirements also affect athletics and extra-class activities. Extra-class activities are those that are optional, authorized by schools and for which you do not receive a grade. To be eligible to participate in high school athletics and extra-class activities, you must

Be absent no more than 10 days in the previous semester or term.

Earn a 2.0 QPA (Quality Point Average) the previous quarter. A student who's QPA the previous quarter is less than 2.0 will be put on academic support, which requires mandatory tutoring several times a week and no unexcused absences. A student who earns a GPA of 2.0 or greater during a quarter while on academic support will be taken off academic support. If a student is on academic support for two consecutive quarters and does not earn a GPA of 2.0 or greater, he or she will be ineligible for extracurricular activities for the next academic quarter.

Credit recovery does not help a student's GPA because it counts as pass/fail. Students who participate in athletics or extra-class activities may need to take a course again to receive credit towards eligibility.

All ninth-graders are eligible to participate during the first quarter. If you are a ninth-grader and do not have a 2.0 GPA at the end of the first quarter or any subsequent quarter, you will be put on academic support, which requires mandatory tutoring several times a week and no unexcused absences.

Courses Offered

Visual Art

Beginning Visual Art
Study art history, art criticism, and aesthetics through studio exploration of two and three-dimensional fine art, craft media and techniques.

Intermediate Visual Art
Expand study of art history, art criticism and aesthetics through studio exploration of fine art and craft media and techniques.
Prerequisite: Beginning Visual Art

Proficient Visual Art (Honors)
Specialized study of materials, techniques, historical and critical concepts in one area each quarter. The honors course requires in-depth research and portfolio assessment.
Prerequisites: Intermediate Visual Art

Advanced Visual Art
Study of materials, techniques, art history, and criticism in one area each quarter. Requires in-depth research and portfolio assessment.
Prerequisite: Proficient Visual Art.

AP Art 2-Dimensional &
AP Drawing
Apply research to produce two-dimensional art using media and techniques including painting, surface design, printmaking, weaving, collage, papermaking, batik, digital imaging and photography. Portfolio development will prepare you for college or art school.
Prerequisites: Intermediate Visual Art

Dance

Beginning Dance
Examine dance as a form of communication and develop a strong technique base in contemporary and classical styles to improve strength, flexibility, and endurance. Explore basic concepts of choreography and performance within small group works and concert work. Students will examine implications of world history on master works of dance and identify optimal health and nutritional strategies.

Intermediate Dance
Develop advanced technique, create dance choreography and study dance history. Expand your knowledge of dance forms, improve performance capability and improve technique through a dynamic study of anatomy. Requires sophisticated performance technique, proficiency in creating individual works, small group dances, and analysis of choreographic forms.
Prerequisite: Beginning Dance or audition

Music

Beginning Band
Learn principles of tone production. Hone technical skills and musicianship as appropriate for grade level. Gain performance experience. Students will be expected to attend evening concerts.

Marching Band (Standard and Honors)
Marching band requires personal interaction, teamwork and leadership skills. Marching band also requires intense physical activity, including calisthenics, exercise, strength and endurance. Marching-band students are actively involved in the community through participation in community events, festivals and parades.
Prerequisite: Beginning Band; K-8 progression in band; or audition

Concert Band (Standard and Honors)
Develop principles of tone production. Improve technical skills, musicianship and musical understanding appropriate to grade level. Students will be expected to attend evening concerts.
Prerequisite: Beginning Band; K-8 progression in band; or audition.

Band Drumline
Learn principles of precision production. Hone technical skills and musicianship as appropriate for grade level. Gain performance experience. Students will be expected to attend evening concerts.

Jazz Ensemble
Students study advanced instrumental techniques in a small ensemble setting covering jazz, swing, rock, Latin and other styles of music. The class has several more performance requirements than other band classes, including festival and contest performances.
Prerequisite: Prior participation in band and/or audition

Chorus

Vocal Music
Learn principles of vocal tone production and musicianship. Perform music appropriate to grade level. Students will be expected to attend evening.

Concert Choir (Standard and Honors)
Develop principles of vocal tone production, musicianship and musical understanding. Perform music appropriate to grade level. Students will be expected to attend evening concerts.
Prerequisite: Beginning Chorus or a K-8 progression.

Choral Ensemble (Standard and Honors)
Develop principles of vocal tone production, music reading and interpretation. Perform music appropriate to grade level. Evening concerts are expected.
Prerequisite: Audition.

U.S. Army Junior Reserve Officers' Training Corps

Army JROTC I
Study leadership theory and application, foundation for success, communication/study skills, citizenship, military customs and courtesies, physical training, drill, map reading, and the history and objectives of JROTC.

Army JROTC II
Study wellness, fitness and first aid, drug awareness, ethical values, oral and written communication, technology application, and citizenship in American history and Government. Demonstrate knowledge of drill, map reading, and physical training, with emphasis on methods of instruction and leadership.
Prerequisite: JROTC I.

Army JROTC III (Standard and Honors)
Study leadership strategies, managing conflict, career planning, financial planning, citizenship in American history and government with continued practical work in leadership, drill, technology awareness, methods of instruction, map reading and physical training.
Prerequisite: JROTC II.

Army JROTC IV (Standard and Honors)
Demonstrate leadership potential as a role model, coach, counselor, management skills and assistant instructor. Study service to the nation and financial planning, with continued practical work in drill, technology awareness, physical training and command and staff principles. *Prerequisite: JROTC III.*

Army JROTC V (Standard or Honors)
Assist instructor in the LET level class assigned. Assist instructor in drill, physical training and inspections with a requirement to teach a minimum of one class for each subject taught for the LET level class assigned, with emphasis placed on proper teaching methods and preparation of lesson plans. Normally assumes the leadership positions and the responsibilities of command functions with continued practical work in drill, technology awareness, and physical training.
Prerequisite: JROTC IV

Physical Education

Health and Physical Education
This course fosters the development of skills in both outdoor and outdoor activities. Emphasis is placed on team and individual games and sports skills that can be continued throughout a student's life. Health education is taught for enhancing the quality of life by enabling students to meet their recreational needs.

Physical Education II
Semester Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities in individual and team sports. Demonstrate the knowledge of

judging, officiating, and refereeing in various activities. Understand offensive and defensive strategies.
Prerequisite: Health and Physical Education

Physical Education III (Honors)
Exhibit a physically active lifestyle by participation in selected physical activities that can be accessed in the community for a lifetime of sports involvement.
Prerequisite: Physical Education I and II

Physical Education IV (Honors)
Investigate various fitness/wellness programs available and develop an appropriate individualized program and be familiar with factors that benefit athletic performance. Recognize current best practices related to fitness and nutrition.
Prerequisite: Physical Education III

Weight Training
Students will focus on strength training and personal fitness plans that emphasize sport related fitness or health-related fitness. Focus is on developing skills to participate in physical activities beyond high school. Weight Training requires advanced work in skill development, analysis and training

English

English I (Standard or Honors)
Explore how audience, purpose, and context shape oral communication, written communication, and media and technology. While emphasis is placed on personal expression, students also engage in meaningful communication for expository, argumentative, and literary purposes.

Foundations of English II
Students will extend knowledge of close reading skills while practicing analysis of complex texts in preparation for English II and the English II EOC

English II (Standard or Honors)
Analyze world literature through oral communication, written communication, and media and technology. Students engage in meaningful communication for expressive, expository, argumentative, and literary purposes. *Prerequisite: English I.*

English III (Standard or Honors)
Analyze American literature as it reflects social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes. Emphasis on critical analysis of texts through reading, writing, speaking, listening, and using media.
Prerequisite: English II.

English IV (Standard or Honors)
Integrate language arts skills gained throughout education, equipping students to be lifelong learners. Explore expressive, expository, argumentative, and literary contexts with a focus on British literature. Emphasis on argumentation by developing a position of advocacy through reading, writing, speaking, listening, and using media.
Prerequisite: English III.

AP English - Literature and Composition
Learn to read and critically analyze literature by considering a work's structure, style and themes; intensively study representative works from various genres and periods, concentrating on works of recognized literary merit; and reflect on the social and historical value of the works. Lengthy reading assignments and summer reading required.
Prerequisite: English III or AP English Lang

AP English - Language and Composition
Read complex texts with understanding, including primary and secondary sources; synthesize material from these texts in compositions and cite them appropriately; and write prose with sufficient richness and complexity to communicate effectively with mature readers. Emphasis on analytical, argumentative, and expository essays. Lengthy reading assignments, summer reading and a formal research paper required.
Prerequisite: English II

Newspaper
Learn the task of newspaper production while continuing to develop and refine your writing skills as a member of the newspaper team.

Yearbook
Learn the art and business of publishing the school's yearbook, building individual responsibility and teamwork.
Prerequisite: English 2

Study Skills
Learn alternative strategies for gathering, recording, synthesizing, organizing and remembering information in individualized and small group instruction. Classroom content is often used as the basis for instruction. For students with exceptional child certification.

English as a Second Language (ESL)
Focus is on the WIDA English language proficiency standards with emphasis on social and instructional language. Students will begin to acquire the language necessary to be successful in core content classes. Students will focus on developing reading, writing, listening and speaking skills.

Foreign Language

Spanish I
Level I students begin to understand, speak, read and write in the target language. They develop skills in the three modes of communication: interpersonal, interpretive, and presentational. Culture is integrated naturally throughout the curriculum. Students apply knowledge of vocabulary and grammar to create with language and engage in meaningful communication.

Spanish II
Students continue to develop listening, reading, writing, and speaking skills. They interact using the three modes of communication: interpersonal, interpretive, and presentational. Students gain deeper cultural understanding as a part of their language study. Students expand their knowledge of vocabulary and grammar in order to communicate for meaningful purposes.
Prerequisite: Spanish I earned at middle or high school.

Spanish III (Honors)
Students expand language skills and improve in the modes of communication: interpersonal, interpretive, and presentational. Their skills and vocabulary expand and they are able to create with language for meaningful purposes. Students expand their cultural knowledge and read selections from target language literature.
Prerequisite: Spanish II.

Spanish IV (Honors)
Students expand and refine their skills in the three modes of communication: interpersonal, interpretive, and presentational. They explore literature and global issues in the target language, further deepening their understanding of cultural practices, products, and perspectives. Students gain language skills that can be used for practical purposes in a work setting.
Prerequisite: Spanish III

Mathematics

Foundations of NC Math 1
Strengthen skills needed for success in NC Math 1.

NC Math 1 (Standard or Honors)
Study concepts of algebra, geometry, functions, number and operations, statistics and modeling throughout the course. Concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data. Manipulatives, graphing calculators and application software used for instruction and assessment.

NC Math 2 (Standard or Honors)
Continues progression of standards established in NC Math 1. NC Math 2 also includes polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions. Manipulatives, graphing calculators and application software used for instruction and assessment.
Prerequisite: NC Math I

Foundations of NC Math 3
Strengthen skills needed for successful completion of NC Math 3

NC Math 3 (Standard or Honors)
Continues study of standards learned in NC Math 1 and 2. NC Math 3 also includes algebraic concepts such as the complex number system, inverse functions, trigonometric functions, the unit circle, and geometric concepts of conics and circles. Manipulatives, graphing calculators and application software used for instruction and assessment.
Prerequisites: NC Math I and NC Math II

NC Math 4 (Standard)

Focus on functions and statistical thinking. Continue the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. Students will be prepared for college level algebra and Statistics. Manipulatives, graphing calculators and application software used for instruction and assessment.
Prerequisite: NC Math III

Discrete Mathematics for Computer Science (Honors)
Introduces discrete structures that are the backbone of computer science. Students will be prepared for college level algebra, statistics, and discrete math. Manipulatives, calculators and application software used for instruction and assessment.
Prerequisite: NC Math III

Pre-Calculus (Honors)
Build upon the previous study of algebra, functions, and trigonometry to delve into real world phenomena and to deepen understanding of the functions in the course. Manipulatives, calculators and application software used for instruction and assessment. Designed for students pursuing careers in STEM-related fields and prepares for AP Calculus and any entry-level college mathematics course.
Prerequisite: NC Math III

AP Calculus
Study elementary functions and introductory differential and integral calculus.
Prerequisite: Pre-Calculus.

Science

Applied Biology
Review the study of life science through exploration of vertical learning progressions. This bridge course is designed to strengthen the readiness skills and scientific dispositions for successful completion of Biology. Laboratory experiences and explorations focus on daily application of foundational knowledge of life sciences.

Biology (Standard or Honors)
Study the nature of life and living organisms including structure and functions of living organisms, ecosystems, evolution, genetics and molecular biology. Laboratory-based experiences and exploration of current biological advances extend foundational knowledge of life sciences

AP Biology
Study the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Laboratory-based course delivery provides extensive exploration of molecules, cells, heredity, evolution, organisms, and populations.
Prerequisites: Earth Environmental, Biology and/or Chemistry

Anatomy and Physiology
(Standard or Honors)
Study the mechanical, physical, bioelectrical, and biochemical functions of humans including organs and the cells of which they are composed.to describe observations.
Prerequisite: Biology.

Earth/Environmental Science
Standard or Honors)
Study the function of Earth's systems including the lithosphere, hydrosphere, atmosphere, and biosphere. Laboratory-based experiences and investigations extend foundational understanding of human influence on Earth's systems to include sustainability practices, technology, and alternative energies.

AP Environmental Science
Study principles, concepts, methodologies and interrelationships of the natural world and how humans alter natural systems. Laboratory based course delivery provides extensive exploration of Earth systems, land and water use, energy resources, global change and associated biotic elements.
Prerequisites: Earth Environmental, Biology and/or Chemistry

Physical Science
Study the physical nature of the world through qualitative and quantitative methodologies. Laboratory based experiences make use of mathematical reasoning in exploring aspects of both chemistry and physics. Topics include forces and motion, properties and changes of matter and, conservation and transfer of energy to extend foundational knowledge.
Prerequisites: NC Math I.

Chemistry (Honors)
Study the structure of matter along with chemical reactions and the conservation of energy in these reactions. Laboratory based experiences and investigations explore energy conservation and transfer in addition to the interactions of matter and energy while using mathematical language to describe observations.
Prerequisites: Biology AND NC Math III or currently enrolled in NC Math III

AP Physics Algebra I
Study and explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.
Prerequisites: Proficient in NC Final (A or B on Exam in Physical Science or Chemistry) and Math III or schedule in Math III

Forensic Science
This course surveys key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, physical and trace evidence, and the law and courtroom procedures from the perspective of the forensic scientist. Through online lessons, virtual and hands-on labs, and analysis of fictional crime scenarios, students learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions.

Social Studies

World History (Standard or Honors)
Examine six periods in the study of World History, with a key focus of study from the mid-15th century to present. Students study major turning points that shaped the modern world. They develop relevant understandings of current world issues and relate them to their historical, political, economic, geographical and cultural contexts. Additional research, reading and writing assignments required for honors level.

Civic Literacy: Founding Principles USA&NC (Standard or Honors)
Civic Literacy is the study and understanding of citizenship and government. Through the Inquiry-based C3 Framework, course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government; the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

American History (Standard or Honors)
Providing a foundation to understand our nation's past and present, the American History course begins with the end of the French and Indian War in 1763 and continues through the most recent presidential election. This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological

innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Rooted in Inquiry-based skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action. As well-rounded, productive citizens, the students will leave the American History course with both the knowledge and skills to engage with the modern world by recognizing contemporary patterns and connections.

American History II (Standard or Honors)
The course covers the late 19th century through the early 21st century. Examines the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. Traces 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. Students 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. Additional research, reading and writing assignments required for honors level

Psychology (Honors)
Scientific study of human growth, development and behavior, the effects of emotion on behavior, and how humans adapt and interact in a variety of environments.

AP Government and Politics
The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.
Prerequisite: World History

AP United States History
Develop the analytical skills and enduring understanding necessary to deal critically with the problems and materials in United States history. Students should learn to assess historical materials their relevance to a given interpretive problem, their reliability, and their importance and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. Meets graduation requirements for U.S. History.
Prerequisite: Civics

AP World History
This course will begin at 1200 CE and include a study of civilizations in Africa, the Americas and Asia that are important to the modern era. Students will use relevant factual knowledge taken from primary and secondary sources combined with high-order thinking skills to acquire a greater understanding of the development of global processes from ancient times to the present day. The course emphasizes the character of change and continuity in world structures and their impacts. Furthermore, this study will evaluate the interchange of major societies in the global community and the results of that interplay.

AP Human Geography
This course will introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth. Students will use spatial concepts and landscape analysis to look at how people organize themselves on a socioeconomic level and its consequences for the environment. They will also learn about the tools and methods employed by geographers to research and study these topics.

AP Psychology
Examine the scientific study of human development, behavior, learning, motivation, and personality. Learn the history of psychology as a science, theories of behavior and research methods, including statistics to analyze data.

AP Capstone: AP Research
In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio
Prerequisite: AP Seminar

AP Capstone: Seminar
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.

Career Technical Education

Accounting I
Study basic principles of accounting cycle. Emphases include careers, business ownership, analyzing and recording business transactions, preparing and interpreting financial statements, accounting systems, banking and payroll. Math and critical thinking skills are reinforced.

Accounting II
Develop in-depth knowledge of accounting procedures used to solve business problems and make financial decisions. Emphases include partnership and corporate accounting, adjustments and inventory control, budgetary control, cost accounting and employment skills.
Prerequisite: Accounting I.

Adobe Digital
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.
Prerequisite: Adobe Visual

Adobe Visual
This course is a project-based course that develops career and communication skills in print and graphic design using Adobe tools.

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

Business Management II
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.
Prerequisite: Business Management I

Career Management
Designed to develop the fundamental attitudes and behaviors needed to secure employment and advance in a career. Skills are generic to all occupations and emphasize proficiency in the workplace, problem solving, teamwork and self-management.

Carpentry I
This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills.

English language arts and mathematics are reinforced.
Prerequisite: Construction Core

Carpentry II
This course covers additional technical aspects of carpentry with emphasis on development of intermediate skills. Content includes floor systems, wall and ceiling framing, roof framing, introductions to concrete, reinforcing materials and forms, windows and exterior doors, and basic stair layout.
Prerequisite: Carpentry I.

Computer Engineering Tech I
This course is the first in a two-course series that introduces the skills required for entry level PC technicians. It includes objectives in the following four domains, a) PC Hardware, b) Networking c) Mobile devices d) Hardware and networking troubleshooting.

Computer Engineering Tech II
This course is the second in a two-course series that introduces the skills required for entry level PC technicians. It includes objectives in the following five domains, a) Windows operating system, b) Other operating systems and technologies c) Security, d) Software troubleshooting, e) Operational procedures.

CompTIA IT Fundamentals
This course is designed for students to develop knowledge and skills required to identify and Explain the basics of computing, IT infrastructure, application and software, software development, database fundamentals, and security. The course is also designed for students to develop the ability to demonstrate knowledge and skills to install software, establish basic network connectivity, identify or prevent basic security risks, explain troubleshooting theory, and provide preventative maintenance for devices.

Construction Core
This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all NCCER curriculum area programs. Includes basic safety, construction math, hand tools, power tools, blueprints, material handling, basic communication skills, and basic employability skills.
Prerequisite: Math I

Counseling and Mental Health I
This course is designed to introduce students to the counseling and mental health field through understanding how to create healthy, respectful, and caring relationships across the life span. Emphasis is placed on understanding mental health, family and friend dynamics, effective communication, and healthy intrapersonal and interpersonal relationships.
Counseling and Mental Health II
Students in this course will gain a deeper understanding for the counseling and mental health field and factors that affect mental health. Emphasis is placed on understanding the human brain and psyche, theories of development, mental disorders, treatment options, and teen violence issues. Activities engage students in exploring various counseling and mental health careers, while building essential life literacy skills they can apply in their own lives to achieve optimal wellbeing
Prerequisite: Counseling & Mental Health I

CTE Advanced Studies
This culminating course is for juniors and seniors who have earned two technical credits, one of which is in a completer course, in one Career Cluster. The course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation.
Prerequisite: Two technical credits in one career cluster.

CTE Internship
A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number

of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

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

Digital Design and Animation I and II
Digital Design and Animation introduces students to the history of digital design and intellectual property guidelines. Students then move into 2D graphics using industry recognized software to develop skills in illustration. Understanding of the principles of digital design, color theory, and composition are also taught in preparation for moving into 3D graphics. These 3D graphics come to life when sound and video techniques are applied for a finished product that moves and makes sound.

Drafting I
Introduces the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, geometric construction techniques, as well as CAD (computer-assisted design), orthographic projection and 3D modeling.

Drafting II: Architectural
This course focuses on the principles, concepts and use of complex graphic tools used in the fields of architecture, structural systems and construction trades. Emphasis is placed on the use of CAD tools in the creation of floor plans, wall sections and elevation drawings.
Prerequisite: Drafting I

Entrepreneurship I
Evaluate going into business and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, financing, marketing, and access to resources for starting a small business. Develop components of a business plan and evaluate startup requirements. English language arts and social studies are reinforced.
Prerequisite: Marketing or Principles of Business and Finance.

Entrepreneurship II
Develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Acquire in-depth understanding of business regulations, risks, management, and marketing. Develop a small-business management handbook. English language arts and social studies are reinforced.
Prerequisite: Entrepreneurship I.

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

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

Food and Nutrition, I
Emphasizes the relationship of diet to health and the selection of foods to satisfy needs. Learn to use and care for the kitchen while learning to prepare, store and serve a variety of foods.

Food and Nutrition II
This course focuses on advanced food preparation techniques while applying nutrition, food science and test kitchen concepts using new technology. Students take the exam for a nation-ally recognized food safety credential.

Prerequisite: Food and Nutrition I.

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

Health Science I
Focus on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Explore healthcare careers within the context of human body systems.

Health Science II
This course focuses on the National Healthcare Foundation Standards and Accountability Criteria and the National Health Science Career Cluster Model pathway. The course helps 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 related to the Health Science Career Cluster pathways.
Prerequisite: Health Science I.

Foundations of Health Science
Designed to assist potential health-care workers to function as team members. Topics include terminology, the history of health care, agencies, ethics, legal responsibilities, medical math, leadership and career decision-making. Work-based learning strategies include service learning, field trips and job shadowing.

Hospitality and Tourism
This course provides an introduction to the industry of travel, tourism and recreational marketing. Acquire knowledge and skills on the impact of tourism, marketing strategies of the major hospitality and tourism segments, destinations and customer relations. Emphasis is on career development, customer relations, economics, hospitality and tourism, travel destinations and tourism promotion.
Prerequisite: Marketing

Interior Design I
Focus on housing needs and options of individuals and families at various stages of the life cycle. Emphasis is placed on selecting goods and services and creating functional, pleasing living environments using sound financial decisions and principles of design. Topics of study include elements and principles of design, backgrounds and furnishings, architectural styles and features, and functional room design.

Interior Design II
Focus on entry-level and technical opportunities in residential and non-residential interior design fields. Explore design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Art and mathematics are reinforced.
Prerequisite: Interior Design I.

Marketing
Develop basic knowledge, skills and attitudes that prepare students to enter the field of marketing. Emphasis is on marketing and business foundations, economic foundations and human resource foundations. Included in these are concepts such as communications, selling, pricing, promotion, marketing-information management and product/service planning.

Microsoft Excel
Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. Learn how to use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data.

Microsoft Word and PowerPoint
Students benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. Students learn to create, edit, organize and share a virtual notebook. Students

will use Microsoft Word to create, enhance, customize, and share documents. Students will learn to use PowerPoint to create, enhance, customize and deliver presentations. Students will learn the basic features of Publisher

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

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

Principles of Business and Finance
Study the rights and responsibilities of a consumer and worker, career opportunities, credit, money management, budgeting, investments, free enterprise and economic systems as they relate to the global economy. May be used as a math credit after completion of the course of study math graduation requirements.

Project Management I
This course will introduce students to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations.

Project Management II
This project-based course focuses on the use of information technology to increase the effectiveness and efficiency of project management and integrated enterprise. Students will learn operational strategies for managing advanced technology and innovation as well as how to map the high technology operations environment to business settings.
Prerequisite: Project Management I

Public Safety I
Provides basic career information in public safety, including corrections, emergency and fire management, security and protection, law enforcement and legal services. Students develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students.

Public Safety II
This course addresses emergency management, criminal justice, emergency medical technician and fire fighter. Students further the development of a personal plan for a career in public safety.
Prerequisite: Public Safety I

Sports and Entertainment Marketing, I
Designed for students interested in sports, entertainment and event marketing. Emphasis placed on branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; promotion; safety and security; and human relations.

Technology Engineering & Design
This course focuses on the nature and core concepts of technology, engineering, and design. Through engaging activities, students are introduced to elements and principles of design, basic engineering, problem solving, and teaming. Students apply research and development skills and produce physical and virtual models.

DCCC CCP courses available

Nursing Fundamentals (CCP)
Two Credits 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.

Pharmacy Technician (CCP)
Self-paced, online instruction prepares seniors for a pharmacy technician career. Topics include federal law, medication used in major body

systems, calculations and pharmacy operations. Mathematics is reinforced.

Occupational Course of Study

The Occupational Course of Study (OCS) curriculum is designed for students with mild to high moderate cognitive disabilities. Some students enrolled in the OCS will not be able to complete all the course requirements to earn a diploma. Also, some will not be able to complete all work hours in four years and may need another year or more to meet the requirements. Students who do not meet all requirements can receive a North Carolina Certificate of Graduation. In 2015, the State Board of Education approved changes to the Future Ready Occupational Course of Study (FR-OCS) Pathway work hour requirements: 150 hours of school-based training, 225 hours of community-based vocational training, and 225 hours of competitive employment. Each student must now complete 600 hours. Enrollment in the Occupational Course of Study does not guarantee the student will earn a North Carolina diploma.

English I
Students explore a variety of communication modes and the importance each plays in living and employment settings. Reading and writing strategies are used to interpret and express factual, functional information. Oral language strategies are used to communicate effectively in formal and informal situations. Additionally, students will use language to express individual perspectives drawn from personal or related experience, analyze information from a variety of sources, examine the foundations and use of argument, refine critical thinking skills and create criteria to evaluate text and multimedia, interpret and evaluate a wide range of literary texts, and develop an understanding of the application of grammar conventions and language usage.

English II
Students analyze and employ effective communication strategies in living and employment settings. Standard rules of convention and syntax are used to give and request information. Students read and comprehend a variety of texts. They will draw evidence from literary or informational texts to support analysis, reflection, and research, and they will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Prerequisite: Occupational English I.

English III
Students read, write and orally express information required in living and employment settings. They will understand literary and informational texts and identify main concepts and supporting information from print and non-print materials. They examine the speaking skills expected in a variety of settings and demonstrate effective communication. Apply knowledge of cause and effect relationships to decision-making and problem solving. Summarize the importance of forming a viewpoint in situations related to adult living.
Prerequisite: Occupational English II.

English IV
Students integrate oral, written and visual skills to communicate in living and employment situations. Apply information from literary and informational texts to carry out adult living tasks and activities. They use written communication for explanatory, argumentative, self-advocacy and social purposes. They use communication skills to locate and research information.
Prerequisite: Occupational English III

Locally Developed Math Elective (NCVPS)
This course is intended for Occupational Course of Study (OCS) students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher. The Locally Developed Math Elective course teaches Common Core Standards for math and prepares students for the subsequent course, Math 1. Successful completion of both the Locally Developed Math Elective Course and Math 1 will fulfill the Math 1 requirement. Students will receive two credits: Locally Developed Math Elective as an elective credit and Math 1 as the Math 1 credit.

Introduction to Mathematics
Students study computation (reading, writing, counting, whole numbers, decimals, fractions and percentages); time and measurement; understand patterns and relationships, graphical displays, and apply algebraic properties to solve

problems. Students acquire these skills through hands-on approaches and cooperative learning within the classroom and community. Application of these skills is necessary for independent living and successful employment.

Math I
Students study algebraic concepts. This includes operations with polynomials and matrices, creation and application of linear functions and relations, algebraic representations of geometric relationships, and an introduction to nonlinear functions. 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. Appropriate technology, from manipulatives to calculators and application software, as well as hands-on approaches and cooperative learning should be used regularly for instruction and assessment.
Prerequisite: OCS Intro to Math.

Financial Management
Students apply the skills learned and demonstrate them in the community and places of employment. Understand appropriate methods for personal financial management and independent living. Apply math skills to consumer spending.
Prerequisite: OCS Math I.

Applied Science
This course is designed to engage students in inquiry-based instruction as a critical way of developing conceptual understanding of the science content and provide students with the knowledge necessary to practice safety and maintain a healthy lifestyle. Students develop an understanding of basic human anatomy and reproduction. Basic concepts in Life Science, Environmental Science, Physical Science, and Biology related to work and living situations are presented.
Prerequisite: OCS enrollment

Biology
This course provides students in-depth study of the cell, the molecular basis of heredity, biological evolution, the interdependence of organisms, matter, energy and organization in living systems, and the adaptive responses of organisms. Students apply science-based concepts to situations at home and in the workplace.
Prerequisite: OCS Applied Science.

Civic Literacy: Founding Principles USA&NC
Students learn how power and responsibility are shared and limited by the government; the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government.

American History
This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story.

American History II
This course was designed to 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 in the United States in an interconnected world.

Preparation I
Students are introduced to the attitudes, behaviors and habits needed to obtain and maintain employment and make career advancements. Students participate in school-based learning activities, including work ethic development, job-seeking skills, decision-making skills, and self-management skills. Students are involved in on-campus vocational training activities and jobs. Formal career

planning and knowledge of transition planning begins in this course and continues through the Occupational Preparation courses. Students begin working on the 150-hour school-based requirement for graduation.

Preparation II
Students develop skills generic to all career majors: resource management, communication, interpersonal relationships, technology, stamina, endurance, safety, mobility, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management. Learning activities include on-campus jobs and work-based learning. Job seeking skills are refined. Students begin working on the 225-hour work-based learning requirement for graduation.
Prerequisites: Occupational Preparation I.

Preparation III
Students develop and apply skills learned previously. Work-based learning activities include community-based training, job shadowing, job sampling, internships, situational assessment, co-operative education and apprenticeships. These activities allow students to apply skills to competitive employment settings and demonstrate their work personality. Students continue working on their 225-hour requirement for graduation and begin working on the 225-hour competitive employment requirement.
Prerequisite: Occupational Preparation II.

Preparation IV
This course gives students the opportunity to use all the skills required in the Occupational Preparation courses and to apply them to their career choice. Students solve problems experienced in competitive employment, practice self-advocacy and master the theoretical and practical aspects of their career choice. Students finish the 225 hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study. Students also develop a job placement portfolio that provides an educational and vocational record of their high school experience.
Prerequisites: Occupational Preparation III.