

# COURSE CATALOG

2022-2023



Northampton County Schools



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## ***PRE-REGISTRATION 2022-23***

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We encourage students and parents to take time to review this Curriculum Guide together and discuss carefully the course listings and graduation requirements, taking into consideration the student's goals, interests, past school performance, and other factors that may need to be considered before registering for courses. The counseling department will provide counseling services during registration to assist you with your course selections.

It is important that you schedule the proper courses which will enable you to fulfill the state requirements for graduation and those that will prepare you for your chosen plans after completion.

All students will graduate from a rigorous, relevant academic program that equips them with the knowledge, skills, and dispositions necessary to succeed in both post-secondary education and 21st Century careers and to be participating, engaged citizens. In this environment, school counselors shall:

1. Provide guidance and information to students about course selections and requirements prior to ninth grade;
2. Know and understand the number and nature of credits required for college entrance;
3. Encourage ninth grade students to complete these requirements in less than four years where feasible and appropriate;
4. Help students to set up schedules that promote their early completion (within three and a half) or requirements for college entry, to the extent appropriate for the individual students, as they assist and advise ninth grade students in annual/semester course selection and in career planning activities;
5. Inform students about opportunities to accelerate completion of graduation requirements and early college entrance opportunities;
6. Provide information in such settings as orientation sessions, class and grade-level meetings, small group settings, and /or one-to-one sessions;
7. Distribute and explain this information to school staff and parents; and
8. Inform students of Dual Enrollment, Virtual High School Courses, Educational Options Courses, and/or any other accelerated/recovery course offerings.

***STUDENT NOTES PAGE***

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## ***GRADUATION REQUIREMENTS***

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### **Future-Ready Course of Study (22 credits): Students entering Grade 9 in 2021-2022**

**Students entering ninth grade for the first time in 2021-2022 must pass the following courses and earn at least 22 credits:**

#### **Four sequential English credits which shall be:**

1. Starting with English I
2. English II
3. English III
4. English IV

#### **Four Mathematics credits which shall be either:**

1. NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student's post high school plans
2. 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 Math 2 plus two additional courses identified on the NC DPI Math options chart.

Note: Credit shall be awarded for Math I, II, III if taken prior to the 2016-17 school year.

#### **Three Science credits which shall be:**

1. a physical science course
2. Biology
3. an earth/environmental science course

#### **Four Social Studies credits which shall be:**

1. Founding Principles of the United States of America and North Carolina: Civic Literacy
2. Economics and Personal Finance
3. American History
4. World History

#### **One Health and Physical Education credit:**

1. Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.

2. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.

**Two Elective credits of any combination from either:**

1. Career and Technical Education (CTE) or
2. Arts Education or
3. World Language

Note: For clarification, possible elective combinations may include 2 World Language credits; or 1 CTE credit and 1 Arts Education credit; or 2 CTE credits; or 1 Arts Education credit and 1 World Language credit; or other combinations from a, b and c.

**Four Elective credits from the following (four-course concentration recommended):**

1. Career and Technical Education (CTE)
2. ROTC
3. Arts Education (e.g., dance, music, theater arts, visual arts)
4. Any other subject area or cross-disciplinary courses (e.g., mathematics, science, social studies, English and dual enrollment courses)

**Future-Ready Course of Study (22 credits): Students entering Grade 9 in 2020-2021**

**Students who entered ninth grade for the first time in 2020-2021 must pass the following courses and earn at least 22 credits:**

**Four sequential English credits which shall be:**

1. Starting with English I
2. English II
3. English III
4. English IV

**Four Mathematics credits which shall be either:**

1. NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student's post high school plans
2. 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 Math 2 plus two additional courses identified on the NC DPI Math options chart.

**Three Science credits which shall be:**

1. a physical science course
2. Biology
3. an earth/environmental science course

**Four Social Studies credits which shall be:**

1. A founding principles course which shall be either:
  1. American History: Founding Principles, Civics and Economics
  2. Founding Principles of the United States of America and North Carolina: Civic Literacy
2. An American history course which shall be either:
  1. American History I
  2. American History II
  3. American History
3. World History
4. Economics and Personal Finance

NOTE: It is strongly recommended that these students take World History in the first year of their high school Social Studies course sequence due to the nature of the adoption of the new Social Studies Standard Course of Study effective in 2021-22. Economics and Personal Finance is strongly recommended to be offered later in the student's high school career.

**One Health and Physical Education credit:**

1. Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.
2. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.

**Two Elective credits of any combination from either:**

1. Career and Technical Education (CTE) or
2. Arts Education or
3. World Language

Note: For clarification, possible elective combinations may include 2 World Language credits; or 1 CTE credit and 1 Arts Education credit; or 2 CTE credits; or 1 Arts Education credit and 1 World Language credit; or other combinations from a, b and c.

**Four Elective credits from the following (four-course concentration recommended):**

1. Career and Technical Education (CTE)
2. ROTC
3. Arts Education (e.g., dance, music, theater arts, visual arts)
4. Any other subject area or cross-disciplinary courses (e.g., mathematics, science, social studies, English and dual enrollment courses)



**Future-Ready Course of Study (22 credits): Students entering Grade 9 between 2014-2015 and 2019-2020**

**Students who entered ninth grade for the first time in 2014-2015 must pass the following courses and earn at least 22 credits:**

**Four sequential English credits which shall be:**

1. Starting with English I
2. English II
3. English III
4. English IV

**Four Mathematics credits which shall be either:**

1. NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student's post high school plans
2. 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 Math 2 plus two additional courses identified on the NC DPI Math options chart.

Note: Credit shall be awarded for Math I, II, III if taken prior to the 2016-17 school year.

**Three Science credits which shall be:**

1. a physical science course
2. Biology
3. an earth/environmental science course

**Four Social Studies credits which shall be:**

**Effective 2020-21:**

a. a founding principles course which shall be either:

1. American History: Founding Principles, Civics and Economics
2. Founding Principles of the United States of America and North Carolina: Civic Literacy (Note: These courses must follow the NCSCOS in its entirety and may not be satisfied by any other courses).

b. American history courses which shall be either:

1. American History I and American History II
2. American History I or II and another Social Studies course
3. American History and another Social Studies course

c. World History

**Prior to 2020-21:**

1. American History: Founding Principles, Civics, and Economics (Note: This course must follow the NCSCOS in its entirety and may not be satisfied by any other courses).
2. American History I
3. American History II
4. World History

**One Health and Physical Education credit:**

1. Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.
2. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.

**Two Elective credits of any combination from either:**

1. Career and Technical Education (CTE) or
2. Arts Education or
3. World Language

Note: For clarification, possible elective combinations may include 2 World Language credits; or 1 CTE credit and 1 Arts Education credit; or 2 CTE credits; or 1 Arts Education credit and 1 World Language credit; or other combinations from a, b and c.

**Four Elective credits from the following (four-course concentration recommended):**

1. Career and Technical Education (CTE)
2. ROTC
3. Arts Education (e.g., dance, music, theater arts, visual arts)
4. Any other subject area or cross-disciplinary courses (e.g., mathematics, science, social studies, English and dual enrollment courses)

**Occupational Course of Study (22 credits): Students entering Grade 9 in 2021-2022**

**Students following the Occupational Course of Study entering ninth grade for the first time in 2021-2022 must pass the following 22 credits plus any local requirements:**

**Four English credits that shall be:**

1. English I

2. English II
3. English III
4. English IV

**Four Mathematics credits that shall be:**

1. Introduction to Mathematics
2. NC Math I
3. Financial Management
4. Employment Preparation IV: Math (to include 150 work hours)

**Three Science credits that shall be:**

1. Applied Science
2. Biology
3. Employment Preparation I: Science (to include 150 work hours)

**Four Social Studies credits that shall be:**

1. Founding Principles of the United States of America and North Carolina: Civic Literacy
2. Economics and Personal Finance
3. Employment Preparation II: Citizenship 1A (to include 75 work hours)
4. Employment Preparation II: Citizenship IB (to include 75 work hours)

**One Health and Physical Education credit:**

1. Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.
2. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.

**Two Additional Employment Preparation Education credits, which shall be:**

1. Employment Preparation III: Citizenship II A (to include 75 work hours)
2. Employment Preparation III: Citizenship II B (to include 75 work hours)

The work hours included in Employment Preparation I, II, III, IV shall be as follows:

1. 150 hours of school-based training work with activities and experiences that align with student's post school goals, and
2. 225 hours of community-based training, and
3. 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours.
4. Total work hours: 600

**Four Career/Technical Education Elective credits**

**A career portfolio**

**Completion of the student's IEP objectives**

**Occupational Course of Study (22 credits): Students entering Grade 9 in 2020-2021**

**Students following the Occupational Course of Study who entered ninth grade for the first time in 2020-2021 must pass the following 22 credits plus any local requirements:**

**Four English credits that shall be:**

1. English I
2. English II
3. English III
4. English IV

**Three Mathematics credits that shall be:**

1. Introduction to Mathematics
2. NC Math I
3. Financial Management

**Two Science credits that shall be:**

1. Applied Science
2. Biology

**Two Social Studies credits that shall be:**

1. Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy
2. Economics and Personal Finance

**One Health and Physical Education credit:**

1. Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.
2. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.

**Six Occupational Preparation Education Credits and 600 work hours, which shall be:**

1. Occupational Preparation I or Employment Preparation I: Science
2. Occupational Preparation II or Employment Preparation II: Citizenship 1A and Employment Preparation II: Citizenship 1B
3. Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship II B
4. Occupational Preparation IV or Employment Preparation IV: Math

The work hours shall include:

1. 150 hours of school-based training with work activities and experiences that align with student's post school goals, and
2. 225 hours of community-based training, and
3. 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours.
4. Total work hours: 600

**Four Career/Technical Education Elective credits**

**A career portfolio**

**Completion of the student's IEP objectives**

**Occupational Course of Study (22 credits): Students entering Grade 9 between 2017-2018 and 2019-2020**

**Students following the Occupational Course of Study who entered ninth grade for the first time between 2017-2018 and 2019-2020 must pass the following 22 credits plus any local requirements:**

**Four English credits that shall be:**

1. English I
2. English II
3. English III
4. English IV

**Three Mathematics credits that shall be:**

1. Introduction to Mathematics
2. NC Math I
3. Financial Management

**Two Science credits that shall be:**

1. Applied Science
2. Biology

**Two Social Studies credits that shall be:**

1. American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy
2. American History I or American History II or American History

**One Health and Physical Education credit:**

1. Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.
2. Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.

**Six Occupational Preparation Education credits and 600 work hours, which shall be:**

1. Occupational Preparation I or Employment Preparation I: Science
2. Occupational Preparation II or Employment Preparation II: Citizenship 1A and Employment Preparation II: Citizenship 1B
3. Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship II B
4. Occupational Preparation IV or Employment Preparation IV: Math

The work hours shall include:

1. 150 hours of school-based training with work activities and experiences that align with student's post school goals, and
2. 225 hours of community-based training, and
3. 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours.
4. Total work hours: 600

**Four Career/Technical Education Elective credits**

**A career portfolio**

**Completion of the student's IEP objectives**

## ***HIGH SCHOOL DIPLOMA ENDORSEMENTS***

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The five diploma endorsements available to NC public school graduates are:

- **Career Endorsement** indicating completion of a rigorous course of study that includes a Career Technical Education concentration
- **College Endorsement** indicating readiness for entry into NC Community Colleges
- **College/UNC Endorsement** indicating readiness for entry into a four-year university in the University of North Carolina system
- **NC Academic Scholars Endorsement** indicating that students have completed a balanced and academically rigorous high school program preparing them for post-secondary education
- **Global Languages Endorsement** indicating proficiency in one or more languages in addition to English

### **Career Endorsement**

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

### **College Endorsement**

1. The student shall complete the Future-Ready Core mathematics sequence of Algebra I, Geometry, Algebra II, Math I, II, III or Integrated Math I, II, III; and a fourth mathematics course aligned with the students post-secondary plans. The fourth math course must meet University of North Carolina system Minimum Admission Requirements or be acceptable for earning placement in a credit-bearing college math class under the North Carolina Community College System's Multiple Measures Placement policy;
2. The student shall earn an unweighted grade point average of at least 2.6; and

3. The student shall earn at least the benchmark reading score established by a nationally norm-referenced college admissions test. The student may retake the nationally norm-references test as many times as necessary to achieve the required benchmark score.

### **College/UNC Endorsement**

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

### **NC Academic Scholars Endorsement**

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

### **Global Languages Endorsement**

1. The student shall earn a combined unweighted 2.5 GPA or above for the four English Language Arts courses required for graduation;



2. The student shall establish proficiency in one or more languages in addition to English, using one of the options outlined below and in accordance with the guidelines developed by the North Carolina Department of Public Instruction; and
  - a. Establish “Intermediate Low” proficiency or higher per the ACTFL proficiency scale using the Credit by Demonstrated Mastery SBE policy.
  - b. Complete a four-course sequence of study in the same world language, earning an overall unweighted GPA of 2.5 or above in those courses.
  - c. Pass an external exam approved by the North Carolina Department of Public Instruction establishing “Intermediate Low” proficiency or higher per the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale.
3. English Learner students shall complete all the requirements of sections 1 and 2 above and reach “Developing” proficiency per the World-Class Instructional Design and Assessment (WIDA) proficiency scale in all four domains on the most recent state identified English language proficiency test.

## ***PROMOTION STANDARDS***

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The Northampton County Board of Education believes that every student should progress to the next level of study only after he or she is proficient at his or her current academic level. At the same time the board recognizes that some students are a risk of academic failure and, in keeping with board Policy 4305, the board expects school employees to identify all students at risk of academic failure as soon as possible in order to provide timely and effective intervention to assure academic success.

A 10-point grading school is used for students in grades 3 – 12 (reference scale below). A minimum grade of “50” is the lowest assigned grade for each grading period. The Grade Point Average (GPA) is specific to high school.

### 10-Point Grading Scale and GPA Equivalent

A: 90-100	= 4.0
B: 80-89	= 3.0
C: 70-79	= 2.0
D: 60-69	= 1.0
F: < 59	= 0.0

The purpose of this regulation is to establish promotion standards for the students of the Northampton County Schools. Students in the Northampton County School System are required to meet all state promotion standards and graduation requirements as well as local promotion standards. Promotion decisions shall be based upon multiple criteria including local assessments, standardized test scores, and final progress reports.

#### **A. Promotion Standards for Grades 9-12**

Students in grades 9-12 must meet all state required standards for promotion by

successfully completing the necessary required courses to be on track to graduate within four years. Note: The appropriate English credit is required for promotion each year. In addition, students must meet the following requirements to progress to the next grade level as outlined in the promotion criteria chart.

**Promotion Criteria**

<b>From Grade</b>	<b>Promotion Criteria</b>	<b>Minimum Credits</b>
9	English I, two credits in the areas of mathematics, social studies, or science, and three additional credits	6
10	English II, Math I, one in social studies, one in science, and two additional credits	13
11	Student must be entering 7 <sup>th</sup> semester in high school, completed English III and enrolled in a program which, if successfully accomplished, will result in the completion of graduation requirements	19
12	Student must meet state and local graduation requirements.	28

**B. Graduation Requirements**

In order to graduate from high school, students must meet the following requirements:

1. successful completion of all course unit requirements mandated by the State Board of Education
2. successful completion of cardiopulmonary resuscitation instruction; and
3. successful completion of all other requirements mandated by the Board

**C. Use of Test Scores and Retesting and/or summer testing in all high school level courses.**

- a. End of Course (EOC) test scores shall count as 20% of the student’s final grade for each respective course. The EOC courses are Biology, English II, and Math I. For all other courses required for graduation, the final exam for the course shall count for 20% of the student’s final grade for the course.
- b. If a student fails to pass a course required for graduation, the student must retake the course and may be required to retake the required state assessment.

- c. Students with disabilities shall be tested in conformity with the current guidelines established by the State Board of Education and DPI.

## ***TESTING AND ASSESSMENT PROGRAM***

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*(Excerpts from NCS Board Policy Code 3410: Testing and Assessment Program)*

### **A. ADMINISTRATION OF TESTS, SCREENINGS, AND OTHER ASSESSMENTS**

The superintendent shall provide for the proper administration of all state-required tests, screenings, and other assessments and any state-required remedial instruction, interventions, and/or retesting in accordance with all requirements established by law or the State Board of Education. The superintendent, in consultation with the school principals, shall determine how results from such measures will be used in determining students' final grades, provided that the requirements described in Section B, below, and any other applicable state requirements are met.

The superintendent shall provide for the online administration of state-required tests to the extent required by the State Board of Education or the Department of Public Instruction, and otherwise as feasible within available resources. The superintendent shall keep the board informed of any resources or other measures needed to support online test administration.

Students may participate in field testing and other sample testing as designated by the State Board or the Department of Public Instruction.

The superintendent shall develop security and administration procedures for the state testing program and other assessments that are consistent with State Board of Education requirements and relevant law. The superintendent shall ensure that all relevant personnel are instructed in such procedures. All testing personnel, teachers, and school administrators are required to be familiar with and adhere to all applicable testing manuals, handbooks, and guides, including the Testing Code of Ethics, for state and locally-required tests. Failure to follow procedures may result in disciplinary sanctions, including termination or revocation of administrative and/or teaching licenses.

### **B. HIGH SCHOOL FINAL EXAMS AND END-OF-COURSE TESTING**

High school students must take all end-of-course (EOC) tests and Career and Technical Education (CTE) State Assessments required by the State Board of Education. For all students, including English Learner students in their first year in a U.S. school and students following the Occupational Course of Study Pathway, the results of EOC tests and CTE State Assessments will count as 20 percent of a student's final grade in each high school course for which there is an EOC test or CTE State Assessment. However, the results of such assessments will not factor into a student's final grade in a course during the initial implementation year of a new assessment for that course where scores are not immediately available due to standard setting.

## ***MINIMUM ADMISSIONS REQUIREMENTS AT THE 16 INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA***

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- ❖ **English** -- 4 Credits
  - English I, II, III & IV
- ❖ **Foreign Language** -- Not required for high school graduation
  - a two-credit minimum is required for admission to a university in the UNC system.
- ❖ **Mathematics\*** -- 4 Credits
  - Algebra I, II, Geometry & one beyond Algebra II
    - OR Algebra I, II, & two beyond Algebra II
    - OR Integrated Mathematics I, II, III and a credit beyond Integrated Mathematics III
- ❖ **Science** -- 3 Credits
  - a physical science, Biology & Earth/Environmental Science
- ❖ **Social Studies** – 2 Credits
  - including one unit in U.S. history; Students who do not have the unit in U.S. history may be admitted on the condition that they pass at least three semester hours in that subject by the end of the sophomore year
- ❖ **Health & Physical Education** -- 1 Credit
- ❖ **Electives** -- 6 Credits and other credits designated by the LEA
- ❖ Student must have a GPA of at least a 2.0 to be admitted into the UNC System
- ❖ Students must meet the SAT or ACT requirements for the University of interest

*\*The UNC system strongly encourages future students to take at least one mathematics course unit in the 12th grade*

### **GPA and Test Scores**

In order to predict student success, the UNC System also considers how well students perform in their high school coursework and in national achievement tests.

The UNC System is committed to serving students from all walks of life and at every stage in their intellectual and professional development. Older students seeking admission to the University for the first time, transfer students, veterans, and active members of the military all have encountered immersive learning experiences that enhance their academic histories. Consequently, the University's expectations regarding GPAs and scores differ according to the applicants' age and previous experience in higher education and the military.

The chart on the following page maps out the minimum requirements for GPA and national test scores based on age and experience.

**Minimum Admission Requirements for High School Graduates and GED:**

Student's Age and College Credits	High School GPA	Test Scores	High School Courses
20** years and younger with fewer than 24 transferable credits	2.5 cumulative weighted GPA	SAT of 1010 or ACT composite of 19	See UNC Minimum Course Requirements above
21** years or older	Exempt from minimum High School GPA, test scores and course requirements***		
Any age with 24** or more transferable college credits (does not include AP, IB or credit by exam)	Exempt from minimum High School GPA, test scores and course requirements***		
Active duty service member or veteran with 3** or more years of active duty service	Exempt from minimum High School GPA, test scores and course requirements***		

\*\* Criteria must be met by the time of enrollment at the UNC institution

\*\*\* Being exempt from these requirements does not guarantee admission. While applicants are not required to meet these GPA, test score and course requirements, institutions will only admit applicants who meet all campus-specific admission requirements

***THE UNC SYSTEM IS COMPOSED OF THE FOLLOWING:***

*Appalachian State University  
 East Carolina University  
 Elizabeth City State University  
 Fayetteville State University  
 NC A & T University  
 NC Central University  
 NC School of Science & Math*

*NC State University  
 UNC Asheville  
 UNC Chapel Hill  
 UNC Charlotte  
 UNC Greensboro  
 UNC Pembroke  
 UNC School of the Arts*

*UNC Wilmington  
 Western Carolina University  
 Winston-Salem State University*

## ***WEIGHTED GRADES***

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Advanced/Honors/AP Courses classes are courses whose content, pace, and academic rigor place high expectations on the student and surpass standards specified by the (North Carolina Standard Course of Study). Such courses demand a greater independence and responsibility. These courses provide credit toward a high school diploma and require an End of Course test where available. The State Weighting System adds the equivalent of one quality point to the grade earned in such courses.

***Courses that will receive a one-half (.5) extra quality point are:***

<i>Honors English I, II, III, IV</i>	<i>Honors Civic Literacy</i>	<i>Honors Math I, II, III, IV</i>
<i>H Spanish III &amp; IV</i>	<i>Honors American History</i>	<i>Honors Chemistry</i>
<i>Honors Biology</i>	<i>Honors World History</i>	<i>H Econ. &amp; Personal Finance</i>
<i>Honors Earth &amp; Env. Science</i>	<i>Honors Band III, IV, V</i>	<i>Honors Entrepreneurship II</i>

***AP courses will receive one extra quality point:***

<i>AP English Language and Composition</i>	<i>AP American History</i>
<i>AP English Literature and Composition</i>	<i>Other AP-level classes not listed</i>

***All community college courses on the most recent Comprehensive Articulation Agreement Transfer List, as well as courses taught at a four-year university or college, will receive one extra quality point.***

<b><i>Final Course Grade</i></b>	<b><i>Grading Scale</i></b>	<b><i>Un-weighted</i></b>	<b><i>Weighted (Honors)</i></b>	<b><i>Weighted (AP and select college courses)</i></b>
<i>A</i>	<i>90-100</i>	<i>4</i>	<i>4.5</i>	<i>5</i>
<i>B</i>	<i>80-89</i>	<i>3</i>	<i>3.5</i>	<i>4</i>
<i>C</i>	<i>70-79</i>	<i>2</i>	<i>2.5</i>	<i>3</i>
<i>D</i>	<i>60-69</i>	<i>1</i>	<i>1.5</i>	<i>2</i>
<i>F</i>	<i>0-59</i>	<i>0</i>	<i>0</i>	<i>0</i>

## ***NORTH CAROLINA ACADEMIC SCHOLARS PROGRAM***

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Students who complete the State Board of Education requirements for a well-balanced, challenging high school program will be named North Carolina Scholars and will receive special recognition at graduation, with a special seal affixed to the diploma and recognition in the graduation program. The students who qualify for this special recognition

- will be designated by the State Board of Education as North Carolina Academic Scholars.
- will receive a seal of recognition attached to their diplomas.
- may receive special recognition at graduation exercises and other community events.
- may be considered for scholarships from the local and state business/industrial community.
- may use this special recognition in applying to post-secondary institutions. (Candidates are identified by the end of grade 11 and their candidacy can be included in application forms and/or transcripts sent to these institutions.)

## ***NORTHAMPTON COUNTY EARLY COLLEGE HIGH SCHOOL***

### ***FAQS NORTHAMPTON COUNTY EARLY COLLEGE HIGH SCHOOL***

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- 1. What is an Early College?** The Early College high School concept is an innovative approach that exists across the state of North Carolina and across the country, allowing early college high school students the ability to simultaneously earn a high school diploma and an Associate's degree or two years of college credit. The program mainly focuses on First Generation College students and provides students the support to develop skills, knowledge, and behaviors that lead to success in college. Although the designs of early colleges vary across the country, it is based on the needs of particular student populations; a college degree is the goal for all early colleges. The length of the program is typically 4 to 5 years and is at no cost to the students and parents.
- 2. How are students selected to attend the Early College?** NCEC faculty visit local middle schools in February of each year to provide rising 9<sup>th</sup> graders an overview of the program and school. Interested students and parents then attend one of a series of informational sessions to learn more about the early college program. Applications are taken and students are then selected using set criteria established by the state for early college high schools and by the NCEC community. The application process involves a process of an initial application screening, with vital information from the students home middle school faculty, followed by an interview of the student and parents. Students are notified as to their acceptance in the early spring. Applications are located on each middle school campus, central office, NCEC's campus, and located on the districts webpage. Please contact the school for more information regarding the application process.

### 3. What are the Typical Freshman Courses?

- Honors Earth/Environmental Science
- Honors World History
- ACA 122
- PED 110
- Foundations of Math & Honors Math I
- English I
- Spanish I

### 4. How is the Early College different?

- We are a school of choice.
- NCEC is on the Halifax Community College campus.
- All students will have an opportunity to complete an associates / 2-year degree.
- We have a non-traditional schedule, with small class sizes offering personalized learning.
- Students must meet and maintain minimum academic requirements to enroll and remain in good academic standing with HCC.
- Our students experience face-to-face college instruction and online courses.

## CAREER and COLLEGE PROMISE

### *COLLEGE TRANSFER PATHWAY*

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Halifax Community College, Roanoke Chowan Community College and Northampton County Schools collaborate to provide flexible, seamless, student-centered educational opportunities for all eligible high school students, which maximize the use of resources and educational opportunities not otherwise accessible. These procedures have been developed to facilitate effective and appropriate planning for a high school student's enrollment.

For many years, small numbers of high school students have participated in **community college** courses through "**dual**" or "**concurrent**" enrollment. In essence, such enrollments are used as vehicles for the enrollment of advanced high school students in college level courses while still in high school.

Student Eligibility - the Career & College Promise program authorizes cooperative programs for "qualified" high school students. At minimum students must be:

- Juniors or seniors in high school; or at least 16 years of age
- Must meet minimum placement test scores

Test	PreACT	ACT	PLAN	PSAT	SAT	NEW	NEW SAT
English	18	18	15	45	500	26	E/R
Reading	22	22	18	47	500	26	480
Math	22	22	19	47	500	24.5	530



- Must have a minimum 3.0 GPA

### **ENROLLMENT GUIDELINES**

**Student Eligibility** - The State Board of Community Colleges' policy regarding dual enrollment as cited in NCAC 2C.0301 permits high school students to enroll in a community college course under the following conditions:

- *The student must be at least 16 years of age*
- *Must be recommended by the chief administrative officer of the high school and approved by the president of the community college*
- *The student must have passed Math I with a 'C' or better*
- *The student must have a 3.0 GPA or better*
- *Enrollment of high school students cannot displace adult college students*
- *The student may be admitted for any semester on a space available basis*
- *Students must meet the same prerequisite and course admission requirements as adult college students*

### **FAQS CCP: COLLEGE TRANSFER PATHWAY**

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1. **Do I have to have a certain GPA to take a college transfer course?** Yes, you must have a minimum high school GPA of 3.0 (weighted)
2. **Are there any other requirements?** Yes, you must demonstrate college readiness on a placements test. Scores from the PRE-ACT; PSAT; ACT; or SAT can be used. If your scores do not meet the requirement, you can take a placement test administered by HCC.
3. **When am I eligible to take a class through CCP college transfer pathway?** High school juniors and seniors are eligible.
4. **Can I take a CCP class in place of a class at NCHS or NCEC?** Yes, some CCP college transfer classes substitute for required high school classes. See the course listing. All others count as high school electives.
5. **Do I have to take a class through Halifax Community College or Roanoke Chowan Community College?** No, you may take online classes through any community college in the state. However, their enrollment process may be different from HCC and RCCC.
6. **Will I get honors weight for the college transfer classes?** Yes, you will receive honors weight for the community college classes in the college transfer program as long as it is on the Comprehensive Articulation Agreement Transfer List.
7. **Is there a cost for the CCP classes?** Tuition charges are paid by the North Carolina General Assembly. Books are paid for by Northampton County Schools.
8. **Is transportation provided to HCC if my class in on HCC campus?** Yes, transportation is provided for courses held during the regular school day (HCC only). Transportation for evening classes are not provided.
9. **Can I take an online course?** Yes, if the course is available online.
10. **Is there a penalty for dropping my CCP class?** No, if the class is dropped within the first 10 days of each high school semester.
11. **Will my CCP class grade be calculated into my Northampton GPA?** Yes

12. **Will my CCP class count towards credit for graduation?** Yes
13. **Where can I find more information about CCP?** Contact Jennifer Welch-Jones, Halifax Community College's CCP coordinator at 252-536-7203.
14. **I have decided that I want to enroll in CCP College Transfer Pathway. What do I do next?** Pick up an application packet from the counselor. Turn in your completed application packet with your registration form to the counselor.

## Dual Credit Allowances for Career & College Promise Effective 2021-22

To support high school students who are earning college credit while in high school through Career and College Promise (CCP), NCDPI has determined dual credit allowances for courses included in the Universal General Education Transfer Component (UGETC) of the Comprehensive Articulation Agreement (CAA). UGETC courses will transfer for equivalency credit from NC Community Colleges to UNC Institutions. Students who enroll in and pass these college courses will also receive high school course credit based on the chart below. Eligible high school students may enroll in these courses year-round through CCP.

Two versions of Dual Credit Allowances information are below. One chart is from the perspective of the UGETC courses; the next chart is from the perspective of high school graduation requirements.

For purposes of calculating student Grade Point Averages on the high school transcript, courses included on this chart are weighted in accordance with SBE policy GRAD-009.

**Note:** The Course for Credit (CCRE-001) State Board of Education policy states that college and university courses of one and two credit hours will not receive high school course credit but will continue to receive college credit. In certain circumstances, semester hour credit from community college courses with the same course prefix may be combined to meet the minimum three semester credit hours to be awarded high school credit.

College/university courses of three and four credit hours will receive one high school course credit on the high school transcript. The college transcript will continue to be the official record for the college.

**Note:** As local community colleges develop placement policies and practices, be reminded that the NCDPI Dual Credit Allowances Chart indicates the courses that students must *enroll* in and experience to receive the corresponding high school credit towards graduation requirements. Students must complete all college courses for the corresponding high school course as indicated on the chart. Even if a community college has awarded credit based on a prior learning policy for college purposes, those local college policies do not transfer back to the high school for credit.

<b>Course Category</b>	<b>College Course</b>	<b>Current PowerSchool Course Code</b>	<b>High School Credit/ Graduation Req. Satisfied</b>
Humanities/Fine Arts	ART 111 – Art Appreciation	5C015X0	1 elective credit
Humanities/Fine Arts	ART 114 – Art History Survey I	5C025X0	1 elective credit
Humanities/Fine Arts	ART 115 – Art History Survey II	5C035X0	1 elective credit
Natural Sciences	AST 111 – Descriptive Astronomy	3C015X0	1 elective credit
Natural Sciences	AST 151 – General Astronomy I	3C035X0	1 elective credit
Natural Sciences	BIO 110 – Principles of Biology	3C055X0	1 elective credit
Natural Sciences	BIO 111 – General Biology I	3C065X0	1 credit; may be combined with BIO 112 to satisfy the Biology graduation requirement; else, elective credit only  Must complete the EOC to meet HS graduation requirement

<b>Course Category</b>	<b>College Course</b>	<b>Current PowerSchool Course Code</b>	<b>High School Credit/ Graduation Req. Satisfied</b>
Natural Sciences	BIO 112 – General Biology II	3C075X0	1 credit; when combined with BIO 111, satisfies Biology graduation requirement; else elective credit only  Must complete the EOC to meet HS graduation requirement
Natural Sciences	CHM 151 – General Chemistry I	3C085X0	1 credit; may be combined with CHM 152 to satisfy the physical science graduation requirement; else, elective credit only
Natural Sciences	CHM 152 – General Chemistry II	3C095X0	1 credit; may be combined with CHM 151 to satisfy the physical science graduation requirement; else, elective credit only
Communications	COM 231 – Public Speaking	0C015X0	1 elective credit
Social/Behavioral Sciences	ECO 251 – Principles of Microeconomics	4C015X0	1 elective credit

Course Category	College Course	Current PowerSchool Course Code	High School Credit/ Graduation Req. Satisfied
Social/Behavioral Sciences	ECO 252 – Principles of Macroeconomics	4C025X0	1 elective credit
English Composition	ENG 111 – Writing & Inquiry	1C025X0	<p>1 credit; may be combined with other ENG courses to satisfy English III and English IV graduation requirement; else, elective credit only.</p> <p>See ENG 231/232 and ENG 241/242</p>
English Composition	ENG 112 – Writing/Research in the Disciplines	1C035X0	<p>1 credit; may be combined with other ENG courses to satisfy English III and English IV graduation requirement; else, elective credit only</p> <p>See ENG 231/232 and ENG 241/242</p>
Humanities/Fine Arts	ENG 231 – American Literature I	1C075X0	1 credit; with ENG 111 <b>and</b> ENG 112, satisfies English III graduation requirement; else, elective credit only.

<b>Course Category</b>	<b>College Course</b>	<b>Current PowerSchool Course Code</b>	<b>High School Credit/ Graduation Req. Satisfied</b>
Humanities/ Fine Arts	ENG 232 – American Literature II	1C085X0	1 credit; with ENG 111 <b>and</b> ENG 112, satisfies English III graduation requirement; else, elective credit only.
Humanities/Fine Arts	ENG 241 – British Literature I	1C115X0	1 credit; with ENG 111 <b>and</b> 112, satisfies English IV graduation requirement; else, elective credit only.
Humanities/Fine Arts	ENG 242 – British Literature II	1C125X0	1 credit; with ENG111 <b>and</b> 112, satisfies English IV graduation requirement; else, elective credit only
Natural Sciences	GEL 111 – Introductory Geology	3C105X0	1 elective credit
Social/Behavioral Sciences	HIS 111 – World Civilizations I	4C035X0	1 credit; may be combined with HIS 112 to satisfy the World History graduation requirement; else, elective credit only
Social/Behavioral Sciences	HIS 112 – World Civilizations II	4C045X0	1 credit; may be combined with HIS 111 to satisfy the World History graduation requirement; else, elective credit only

Course Category	College Course	Current PowerSchool Course Code	High School Credit/ Graduation Req. Satisfied New*
Social/Behavioral Sciences	HIS 131 – American History I	4C055X0	<p>1 credit; may be combined with HIS 132 to satisfy the American History graduation requirement *Students entering Grade 9 in the 2021-2022 school year</p> <p>1 credit; satisfies American History I graduation requirement *Students who entered Grade 9 prior to 2021-2022 school year</p>
Social/Behavioral Sciences	HIS 132 – American History II	4C065X0	<p>1 credit; may be combined with HIS 131 to satisfy the American History graduation requirement *Students entering Grade 9 in the 2021-2022 school year</p> <p>1 credit; satisfies American History II graduation requirement *Students who entered Grade 9 prior to 2021-2022 school year</p>
Mathematics	MAT 143 – Quantitative Literacy	2C015X0	1 credit; satisfies fourth math graduation requirement



<b>Course Category</b>	<b>College Course</b>	<b>Current PowerSchool Course Code</b>	<b>High School Credit/ Graduation Req. Satisfied</b>
Mathematics	MAT 152 – Statistical Methods I	2C025X0	1 credit; satisfies fourth math graduation requirement
Mathematics	MAT 171 – Pre-calculus Algebra	2C035X0	1 credit; satisfies fourth math graduation requirement
Mathematics	MAT 172 – Pre-calculus Trigonometry	2C045X0	1 credit; satisfies fourth math graduation requirement
Mathematics	MAT 263 – Brief Calculus	2C055X0	1 credit; satisfies fourth math graduation requirement
Mathematics	MAT 271 – Calculus I	2C065X0	1 credit; satisfies fourth math graduation requirement
Mathematics	MAT 272 – Calculus II	2C075X0	1 credit; satisfies fourth math graduation requirement
Humanities/ Fine Arts	MUS 110 – Music Appreciation	5C045X0	1 elective credit

<b>Course Category</b>	<b>College Course</b>	<b>Current PowerSchool Course Code</b>	<b>High School Credit/ Graduation Req. Satisfied</b>
Humanities/ Fine Arts	MUS 112 – Introduction to Jazz	5C055X0	1 elective credit
Humanities/ Fine Arts	PHI 215 – Philosophical Issues	0C065X0	1 elective credit
Humanities/ Fine Arts	PHI 240 – Introduction to Ethics	0C075X0	1 elective credit
Natural Sciences	PHY 110 – Conceptual Physics	3C115X0	1 elective credit
Natural Sciences	PHY 151 – College Physics I	3C195X0	1 credit; may be combined with PHY 152 to satisfy the physical science graduation requirement; else, elective credit only
Natural Sciences	PHY 152 – College Physics II	3C205X0	1 credit; may be combined with PHY 151 to satisfy the physical science graduation requirement; else, elective credit only
Natural Sciences	PHY 251 – General Physics I	3C215X0	1 credit; may be combined with PHY 252 to satisfy the physical science graduation requirement; else, elective credit only

High School Credit/ Graduation Req. Satisfied *New	College Courses	Current PowerSchool Course Codes	Course Category
Natural Sciences	PHY 252 – General Physics II	3C225X0	1 credit; may be combined with PHY 251 to satisfy the physical science graduation requirement; else, elective credit only
Social/Behavioral Sciences	POL 120 – American Government	4C075X0	1 elective credit
Social/Behavioral Sciences	PSY 150 – General Psychology	4C085X0	1 elective credit
Social/Behavioral Sciences	SOC 210 – Introduction to Sociology	4C095X0	1 elective credit
American History *Students entering Grade 9 in the 2021-2022 school year	HIS 131- American History I <b>and</b> HIS 132- American History II	4C055X0 (HIS 131) <b>and</b> 4C065X0 (HIS 132)	Social Studies
American History I *Students who entered Grade 9 prior to the 2021-2022 school year	HIS 131 – American History I	4C055X0 (HIS 131)	Social Studies
American History II *Students who entered Grade 9 prior to the 2021-2022 school year	HIS 132 – American History II	4C065X0 (HIS 132)	Social Studies

High School Credit/ Graduation Req. Satisfied	College Courses	Current PowerSchool Course Codes	Course Category
Biology	BIO 111 – General Biology I <b>and</b> BIO 112 – General Biology II	3C065X0 (BIO 111) <b>and</b> 3C055X0 (BIO 112) *Must take EOC	Biology
English III	ENG 111 – Writing and Inquiry <b>and</b> ENG 112 – Writing/Research in the Disciplines <b>with</b> ENG 231 – American Literature I <b>or</b> ENG 232 – American Literature II	1C025X0 (ENG 111) <b>and</b> 1C035X0 (ENG 112) <b>with</b> 1C075X0 (American Literature I) <b>or</b> 1C085X0 (American Literature II)	English Language Arts (Student must enroll in and pass all courses)
English IV	ENG 111 – Writing and Inquiry <b>and</b> ENG 112 – Writing/Research in the Disciplines <b>with</b> ENG 241 – British Literature I <b>or</b> ENG 242 – British Literature II	1C025X0 (ENG 111) <b>and</b> 1C035X0 (ENG 112) <b>with</b> 1C115X0 (British Literature I) <b>or</b> 1C125X0 (British Literature II)	English Language Arts (Student must enroll in and pass all courses)
World History	HIS 111 – World Civilizations I <b>and</b> HIS 112 – World Civilizations II	4C035X0 (World Civilizations I) <b>and</b> 4C045X0 (World Civilizations II)	Social Studies

High School Credit/ Graduation Req. Satisfied	College Courses	Current PowerSchool Course Codes	Course Category
Fourth Math credit	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	2C015X0 (MAT 143) <b>or</b> 2C025X0 (MAT 152) <b>or</b> 2C035X0 (MAT 171) <b>or</b> 2C045X0 (MAT 172) <b>or</b> 2C055X0 (MAT 263) <b>or</b> 2C065X0 (MAT 271) <b>or</b> 2C075X0 (MAT 272)	Mathematics
Physical Science credit	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 <b>or</b> CHM 151 – General Chemistry I <b>and</b> CHM 152 – General Chemistry II	3C195X0 (PHY 151) <b>and</b> 3C205X0 (PHY 152) <b>or</b> 3C215X0 (PHY 251) <b>and</b> 3C225X0 (PHY 252) <b>or</b> 3C085X0 (CHM 151) <b>and</b> 3C095X0 (CHM 152)	Science

***STUDENT NOTES PAGE***

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## ***CAREER AND TECHNICAL PROMISE PATHWAY***

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Career and College Promise offers North Carolina students a clear pathway to postsecondary education and a career. Students take exploratory and skills-focused courses during their freshman and sophomore years in high school. Then, as high school juniors and seniors, they can access Career and College Promise technical pathways to earn a community college certificate in their career interest area and credits transferrable within the North Carolina Community College System. Eligibility requirements apply, but the programs are available at no charge to students who are accepted.

**Career Technical Education Pathway** leads to a certificate or diploma aligned with a high school career cluster. To be eligible for enrollment, a high school student must meet the following criteria:

1. Be a high school junior or senior
2. Have a weighted GPA of 3.0 on high school courses or have the recommendation of the high school principal or his/her designee.
3. Meet the prerequisites for the career pathway
4. High school counselors should consider students' Pre-ACT scores in making pathway recommendations.
5. College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulation credit based on the local or state North Carolina High School to Community College articulation agreement.
6. To maintain eligibility for continued enrollment, a student must:
  - Continue to make progress toward high school graduation
  - Maintain a 2.0 in college coursework after completing two courses
7. 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.

### **Career and Technical Pathways at Halifax Community College:**

8. Automotive Technologies C60160HS (11th/12th graders) Revised Fall 2016
9. Business Administration C25120HS (11th/12th graders) Revised Fall 2016
10. Business Administration (Accounting Emphasis) C25120HA (11th/12th graders)
11. Cosmetology C55140HS (11th/12th graders)
12. Criminal Justice Technology C55180HS (11th/12th graders)
13. Early Childhood Education C55220HS (11th/12th graders)
14. Human Services Technology C45380HS (11th/12th graders)
15. Industrial Systems Technology C50240HS (9th, 10th, 11th, 12th graders)
16. Information Technology C25590HS (11th/12th graders)
17. Medical Office Administration C25310HS (11th/12th graders)
18. Therapeutic Diagnostic (Nurse Aid) C45970HS (11th/12th graders) Revised Fall 2016
19. Welding Technology C50420HS (9th/10th/11th/12th graders)

## North Carolina Virtual (NCVPS)

North Carolina Virtual (NCVPS) provides students with expanded academic options by offering online courses such as advanced placement, electives, traditional, honors, core, STEM, occupational course of study, mastery learning, credit recovery, and English Learners courses at **NO COST** to students. Our course offerings include. Each NCVPS course is taught by NC certified teachers who are experts in their subject matter and have been trained to teach effectively in an online environment. Students should contact their counselor for course offerings or check the NC Virtual website at [www.ncvps.com](http://www.ncvps.com).

## North Carolina School of Science and Mathematics (NCSSM) Connect Program

### About NCSSM Connect

North Carolina School of Science and Mathematics provides NCSSM Connect distance education courses to schools across North Carolina. NC public high school students at participating schools can take tuition-free, honors-level and AP NCSSM courses via interactive video conferencing, making it possible for students to take advanced courses in STEM and humanities subjects to supplement the curriculum at their home schools.

NCSSM Connect students collaborate in project teams and whole-class discussions with students at other schools across the state — developing skills valued by business and industry. During class, teachers use group activities and cutting-edge instructional technology to facilitate active participation, with project-based learning and cross-site collaboration among peers around the state. NCSSM teachers monitor the class in real time, assessing student learning and ensuring that students engage with the course materials and with each other.

### Getting started

Two-way video conferencing allows students to see and hear the instructor and the other class participants, wherever they are, in real time. Technology advances mean that schools don't have to purchase expensive cameras and software to participate in interactive video conferencing. Students can participate in NCSSM Connect courses if they have access to a computer, webcam, and a stable internet connection.

Individual students cannot sign up for these courses on their own, as registration for must be requested and facilitated by the high school, which must be an NCSSM Connect partner. Students should contact their school counselor if they are interested in taking an NCSSM Connect course, and counselors may contact NCSSM to initiate a partnership.



## ***QUICK FACTS ABOUT NCSSM CONNECT COURSES***

- NCSSM has offered the tuition-free supplementary honors and AP courses now known as NCSSM Connect to North Carolina schools since 1994 (previously called Interactive Videoconferencing Courses, or IVC, and Open Enrollment courses).
- All NCSSM instructors have an advanced degree in their subject area.
- NCSSM operates four NCSSM Connect studios.
- NCSSM Connect courses have PowerSchool codes.
- Courses are offered in 70-minute blocks throughout the school day. NCSSM accommodates multiple school calendars.
- There is no student application to NCSSM for NCSSM Connect courses; however, some courses do have prerequisites.
- Classes are capped at 25 students. Enrollment is on a first-come, first-served basis. Registration must be completed by school personnel.

## ***2022-2023 SCHEDULE OFFERINGS***

### **FALL SEMESTER 2023 – SYNCHRONOUS COURSES**

<b>Block 1</b>	<b>Block 2</b>	<b>Block 3</b>	<b>Block 4</b>
<a href="#"><u>Honors Aerospace Engineering</u></a> 8:00AM - 9:10AM Monday thru Friday	<a href="#"><u>Honors Forensic Science</u></a> 9:50AM - 11:00AM Monday thru Thursday	<a href="#"><u>Honors African American Studies</u></a> 11:40AM - 12:50PM Monday thru Friday	<a href="#"><u>Honors Creative Design for the Web</u></a> 1:30PM - 2:40PM Monday thru Friday
<a href="#"><u>Honors Global Public Health and Infectious Disease</u></a> 8:15AM - 9:25AM Monday thru Friday	<a href="#"><u>Honors Topics in Civic Mathematics</u></a> 9:50AM - 11:00AM Monday thru Friday	<a href="#"><u>Honors Genetics and Biotechnology</u></a> 11:40 AM – 12:50PM Monday thru Friday	<a href="#"><u>Honors Data Science</u></a> 1:45PM - 2:55PM Monday thru Friday
<a href="#"><u>Honors Forensic Science</u></a> 8:15AM - 9:25AM Monday thru Thursday	<a href="#"><u>Honors Creative Design for the Web</u></a> 9:50AM - 11:00AM Monday thru Friday	<a href="#"><u>Honors Intro to Scholarly Research</u></a> 12:00PM – 1:10PM Monday, Wednesday & Friday	<a href="#"><u>Honors Race, Ethics and Leadership</u></a> 1:45PM - 2:55PM Monday, Wednesday & Friday
	<a href="#"><u>Honors Genetics and Biotechnology</u></a> 9:50AM - 11:00AM Monday thru Friday	<a href="#"><u>Honors Tech Art: Intro to Art, Technology, and World-Building in Video Games</u></a> 12:00PM – 1:10PM Monday, Wednesday & Friday	<a href="#"><u>Honors Physics</u></a> 1:45PM - 2:55PM Monday thru Friday
<b>Online Course with 1 synchronous meeting time per week (Every Friday, 7:30AM-8:30AM )</b> <a href="#"><u>AP Microeconomics</u></a>			

## SPRING SEMESTER 2023 – SYNCHRONOUS COURSES

Block 1	Block 2	Block 3	Block 4
<a href="#"><u>Honors Forensic Science</u></a> 8:15AM - 9:25AM Monday thru Thursday	<a href="#"><u>Honors Aerospace Engineering</u></a> 9:50AM - 11:00AM Monday thru Friday	<a href="#"><u>AP Seminar</u></a> 12:00PM – 1:10PM Monday, Wednesday & Friday	<a href="#"><u>Honors African American Studies</u></a> 1:30PM -2:40PM Monday thru Friday
<a href="#"><u>Honors Diseases: Dynamics of Epidemics</u></a> 8:15AM - 9:25AM Monday thru Friday	<a href="#"><u>Honors Data Science</u></a> 9:50AM - 11:00AM Monday thru Friday	<a href="#"><u>Honors Genetics and Biotechnology</u></a> 11:40AM - 12:50PM Monday thru Friday	<a href="#"><u>Honors Physics</u></a> 1:30PM - 2:40PM Monday thru Friday
<a href="#"><u>Honors Intro to Computer Science &amp; Computational Thinking (Grade 9 ONLY)</u></a> 8:15AM - 9:25AM Monday thru Friday	<a href="#"><u>Honors Intro to Computer Science &amp; Computational Thinking (Grade 9 ONLY)</u></a> 9:50AM - 11:00AM Monday thru Friday	<a href="#"><u>Honors Connected Computing: Solving Problems with Technology</u></a> 11:40AM - 12:50PM Monday, Wednesday & Thursday	
	<a href="#"><u>AP Psychology</u></a> 9:50AM - 11:00AM Monday thru Friday		
<b>Online Course with 1 synchronous meeting time per week (Every Friday, 7:30AM-8:30AM )</b> <a href="#"><u>AP Macroeconomics</u></a>			

Class descriptions and more information about registration for NCSSM Connect are available at: <https://www.ncssm.edu/ncssmconnect>.

# CREDIT BY DEMONSTRATED MASTERY

## ***FAQs CREDIT BY DEMONSTRATED MASTERY***

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1. **What does CDM stand for?** Credit by Demonstrated Mastery
2. **Can my student earn credit towards graduation?** Yes, CDM is a two-phase process that allows students to receive credit for a course instead of traditional course enrollment and seat time.
3. **What courses are available through CDM?** Any course offered through NCHS except: Health and PE, any course that requires work based on learning or apprenticeship such as CTE Advanced Studies; or any course that requires field study. Students cannot be currently enrolled in the course. Students have to be taking the course for CDM for the first time.
4. **Who is eligible to go through the CDM process?** Any student enrolled at NCHS in grades 9-12.
5. **What does a student have to do if they wish to start the CDM process?** Students can contact their grade level counselor. The student will be given an application to complete

with their parent or guardian. Once the application is turned in, the student will begin the CDM phase I.

6. **When can my student start this process?** There are two opportunities for students to begin this process. There is a deadline in the fall and spring of each school year. Dates will be released at the beginning of the school year.
7. **What is Phase I?** Phase I is the assessment of foundational understanding. Students will be given a test. For state tested courses, students will take the NC Final or the EOC. For other courses such as Spanish I, students will take a local exam.

## ***BEFORE YOU REGISTER:***

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Steps to consider as you begin the registration process:

1. Review all graduation requirements. (See graduation requirement chart)
2. Look at your four-year plan and ensure course align with graduation requirements and plan.
3. Pay attention to the registration sheet that lists the courses for which you can register. For example, freshmen can only register for certain classes.
4. Look at the instructions listed on the registration sheet.
5. When CTE students are choosing electives, students are encouraged to choose courses that will make them a completer in CTE. Some of these courses offer credentialing (earn a certification in a subject are such as Certified Nursing Assistant and Pharmacy Tech). Students should take 4 foundational classes or 3 foundational plus 1 enhancement course. Once of the foundational courses must be a starter second level course. Students will meet with the Career Development Coordinator individually to schedule for CTE courses.
6. Read the detailed information of every course offered and pay special attention to see if there are any prerequisites, recommendations, and/or special notes before your register for any course.
7. Register for a full schedule of eight courses plus alternates (make sure these alternates are ones that you really want and will help you prepare for your future-we cannot always offer students a first choice-be sure you take choosing your alternates seriously).
8. Discuss with your teachers and counselors your choices. Teacher recommendation will be used in deciding the level or a course.
9. Pay special attention to all learning opportunities.

## ***OTHER INFORMATION***

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### **EARLY DISMISSAL**

In keeping with the North Carolina State Board of Education Policy (SBE policy HSA - G - 001 outlining the Basic Education Program) "Schools shall not allow early work release during the school day for students participating in any other forms of work experience such as a part-time job, unsupervised by the school.

Work-based learning strategies allow schools to go beyond the classroom and into the community to develop student competences. An essential component of any work-based learning is connecting the work place to school-based learning.

Students receiving academic credit for work-based learning experience must participate in one of the following forms of work-based learning:

- High School Apprenticeships in which students are officially registered through the North Carolina Department of Labor and follow guidelines determined by Administrative Code, State Law and Federal Law
- Internships connected to course work in the North Carolina Standard Course of Study (paid or unpaid)

### **EARLY GRADUATION PROCEDURE**

If a student is a senior and has earned the required number of units of credit for graduation by the end of first semester, the student may exit high school with an official transcript. During the second semester, the student may participate in certain activities specified by the principal (i.e. prom, senior trip, etc) and in graduation exercises at the end of the second semester. If a student wants to graduate early and has met all of the requirements, he/she must submit to the principal an **“Application for Early Graduation” within the timeframe designated the school (usually by the first week of October)**. Those who choose this option will have an official graduation date of the last day in that semester ending in January. The diploma will be issued at the June graduation exercise. For proof of graduation, a student may obtain a Final Transcript, which will show their graduation date.

**Scholarships** - Since graduation after first semester has only been an option for a few years, most scholarship donors have not adjusted their requirements. Most scholarships are for current seniors. Students who finish in January are **graduates, not seniors**. There may be some scholarships for which graduates may apply. Graduates are encouraged to check with the financial aid office of their entering college, especially if plans are to enter second semester. The counselor will help in any way possible.

### **COUNSELING SERVICES**

Counseling services are available to all students to assist them with the important decisions concerning course selection, post-high school education, academic, career options, and social and personal concerns. All students are encouraged to see the counselor during the year to discuss any concerns they might have in these matters.

## **DRIVER EDUCATION**

Driver Education is not offered during the instructional school day. The thirty hours of class work and six hours of driving instruction required by the state are available after school and during the summer. Further information on this program will be available at the beginning of the school year and through the principal's office.

## **HOMEBOUND INSTRUCTION**

If a student is confined in a hospital or at home, at the direction of a physician, he/she may be eligible for homebound instruction. The purpose is to assist the student in maintaining his/her grades while convalescing--not to provide instruction equal to that ordinarily received in the classroom, and not for the purpose of bringing up failing grades. It is the family's responsibility to notify the school immediately if there is the possibility a student may need this service.

## **COLLEGE ENTRANCE EXAMS**

Students planning on attending a four-year college should consider taking either the SAT or the ACT in their junior and/or senior years. Students must apply in advance, pay a test fee, and receive a ticket from Princeton, NJ, in order to take this test. Dates for the test are posted for students around campus to see, and on the counselor's door. Some colleges (such as UNC-Chapel Hill) may also require enrolling students to take the SAT II Subject Tests (Achievement Test), administered also by the National Testing Service in Princeton, NJ. This information would be included on the college application or can be obtained by contacting the individual college. Waivers are available to pay for fees for students that qualify. **The ACT is required of all 11<sup>th</sup> graders and is given in the spring at no cost to them.**

## **PRE-ACT**

The PRE-ACT is given each year in October. Taking the PRE-ACT prepares students to take the ACT their junior year. **The PRE-ACT is required of all 10<sup>th</sup> graders and is given in the fall, at no cost to them.**

## **ACT**

- Students at grade 11 take the ACT in the spring; The ACT is a required state assessment for all eligible eleventh graders per G.S. §115C-174.11(4)
- The ACT is a curriculum and standards-based assessment that evaluates eligible eleventh-graders' college and career readiness in English, mathematics, reading, and science.
- Each section of the ACT test is multiple-choice and scored on a 1–36 point scale. The composite score is the average of the four subject test sections.
- The ACT is used for college admissions, placement, and scholarships. It is accepted by most colleges and universities in the United States.
- The ACT provides a path to increase student access to postsecondary and workforce opportunities.
- Additional reporting and insights on STEM, Career Readiness, and Understanding Complex Texts are provided.

## ACT WORKKEYS

- The WorkKeys assessments are required for all eligible CTE concentrators per G.S. [§115C-174.25](#).
- The three WorkKeys assessments—Applied Math, Graphic Literacy, and Workplace Documents—are the basis of the WorkKeys National Career Readiness Certificate (WorkKeys NCRC) program.
- The Applied Math test measures critical thinking, mathematical reasoning, and problem-solving techniques for situations that occur in today’s workplace.
- The Graphic Literacy test measures the skills needed to locate, synthesize, and use information from workplace graphics. Workplace graphics come in a variety of formats, but all communicate a level of information. From charts to graphs, diagrams to floor plans, identifying what information is being presented and understanding how to use it are critical to success.
- The Workplace Documents test measures the skills people use when they read and use written text such as memos, letters, directions, signs, notices, bulletins, policies, and regulations on the job. The assessment is defined through a combination of the test complexity level of a reading passage and the skill elicited by the item.
- Students who achieve qualifying scores on the Applied Mathematics, Graphic Literacy, and Workplace Documents assessments can earn a WorkKeys National Career Readiness Certificate (WorkKeys NCRC) as well as a North Carolina Career Readiness Certificate at the Bronze, Silver, Gold, or Platinum levels of readiness. Certificates provide employers with proof that students have the skills needed to do the jobs available.

## SCHOLASTIC RECOGNITION

Scholarship at the close of each grading period through the following accolades:

- **Principal's List** - comprised of students who achieve a minimum grade of "90" in each subject.
- **Honor Roll** - comprised of students who achieve a minimum grade of "80" in each subject.
- **National Honor Society** - Membership in the National Honor Society is an honor bestowed upon students in the tenth, eleventh and twelfth grades who have accumulated a grade point average of at least 3.63. In addition to outstanding scholarship, potential candidates must demonstrate the qualities of service, leadership, and character. All these qualities are of equal importance in obtaining membership. A council comprised of members of the faculty selects students for membership (11<sup>th</sup> and 12<sup>th</sup> graders).
- **National Technical Honor Society** - Membership in the National Technical Honor Society is an honor bestowed on students in the tenth, eleventh and twelfth grades who have earned a 90 or higher in all of their Career and Technical courses. Students must not have been suspended and
- **Marshals** - The top twelve juniors with a minimum of a 3.63 GPA at the end of the third nine weeks will be selected as Marshals. If there is more than one student with the same GPA at the number twelve positions, all students tied for twelfth will be included as Marshals. Marshals will be recognized and have formal duties at Awards Day and Graduation.

- **Valedictorian and Salutatorian** - will be chosen from the seniors who have the highest weighted academic averages. The following Requirements must be met:
  - A student must be **enrolled at Northampton County High School or Northampton County Early College High School the entire senior** year to qualify for Valedictorian and Salutatorian.
  - **No Suspensions** (In school or out of school)

## ***COURSE DESCRIPTIONS***

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### **ENGLISH**

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#### **English I**

Course #: 10212X0C

Credits: 1

Pre-Requisite(s): None

English I is a college, career, and life course required of all grade 9 students at Jones Northampton County High School. The course content focuses on teaching skills and strategies for critical, independent reading and writing of complex expository, narrative, and persuasive texts. Instruction is based on the Common Core Standards of North Carolina and seeks to support students becoming independent, strategic, and critical readers, writers, listeners, and speakers who communicate effectively in various forms for genuine purposes, which includes a variety of literary genres. State administered NC Final Exams are given at the end of the semester and count as the final exam for this course. Honors English 9 is designed to be more reading and writing intensive than regular courses.

#### **Honors English I (Weighted)**

Course #: 10215X0

Credits: 1

Pre-Requisite(s): None

Honors English 9 is designed to be more reading and writing intensive than the regular English I courses. The course content focuses on teaching skills and strategies for critical, independent reading and writing of complex expository, narrative, and persuasive texts. Instruction is based on the Common Core Standards of North Carolina and seeks to support students becoming independent, strategic, and critical readers, writers, listeners, and speakers who communicate effectively in various forms for genuine purposes, which includes a variety of literary genres. State administered NC Final Exams are given at the end of the semester and count as the final exam for this course.

#### **Foundations of English II**

Course #: 10252X0F2

Credits: 1

Pre-Requisite(s): English I

Foundations of English II students will engage in a concentrated study of reading and writing non-fiction texts of all types. Non-fiction texts from all academic content area classes and student research will be accessed, explored, analyzed and evaluated as students sharpen the literary skills necessary to be a successful reader and writer in school, college, and the workplace.

#### **English II**

Course #: 10222X0C

Credits: 1

Pre-Requisite(s): English I

English II is a college, career, and life course required of all grade 10 students at Northampton County High School. The course content focuses on teaching skills and strategies for critical, independent reading and writing of complex expository, narrative, and persuasive texts. Instruction is based on the Common Core Standards of North Carolina and seeks to support students becoming independent, strategic, and critical readers, writers, listeners, and speakers who communicate effectively in various forms for genuine purposes, which includes a variety of literary genres. State administered End of Course Exams are given at



the end of the semester and count as the final exam for this course. English II seeks to continue to hone skills learned in English I with a concentration in world literatures and cultures. Honors English II is designed to be more reading and writing intensive than regular courses.

### **Honors English II (Weighted)**

Course #: 10225X0C

Credits: 1

Pre-Requisite(s): English I

Honors English 10 is designed to be more reading and writing intensive than regular courses. The course content focuses on teaching skills and strategies for critical, independent reading and writing of complex expository, narrative, and persuasive texts. Instruction is based on the Common Core Standards of North Carolina and seeks to support students becoming independent, strategic, and critical readers, writers, listeners, and speakers who communicate effectively in various forms for genuine purposes, which includes a variety of literary genres. State administered End of Course Exams are given at the end of the semester and count as the final exam for this course. English II seeks to continue to hone skills learned in English 1 with a concentration in world literatures and cultures.

### **English III**

Course #: 10232X0C

Credits: 1

Pre-Requisite(s): English II

English III is a college, career, and life course required of all grade 11 students at Northampton County High School. The course content focuses on teaching skills and strategies for critical, independent reading and writing of complex expository, narrative, and persuasive texts. Instruction is based on the Common Core Standards of North Carolina and seeks to support students becoming independent, strategic, and critical readers, writers, listeners, and speakers who communicate effectively in various forms for genuine purposes, which includes a variety of literary genres. State administered NC Final Exams are given at the end of the semester and count as the final exam for this course. English III seeks to continue to hone skills learned in English II with a concentration in historical and modern American literatures. Honors English III is designed to be more reading and writing intensive than regular courses.

### **Honors English III (Weighted)**

Course #: 10235X0C

Credits: 1

Pre-Requisite(s): English II

Honors English III is designed to be more reading and writing intensive than regular courses. The course content focuses on teaching skills and strategies for critical, independent reading and writing of complex expository, narrative, and persuasive texts. Instruction is based on the Common Core Standards of North Carolina and seeks to support students becoming independent, strategic, and critical readers, writers, listeners, and speakers who communicate effectively in various forms for genuine purposes, which includes a variety of literary genres. State administered NC Final Exams are given at the end of the semester and count as the final exam for this course. English III seeks to continue to hone skills learned in English II with a concentration in historical and modern American literatures.

### **English IV**

Course #: 10242X0C

Credits: 1

Pre-Requisite(s): English III

The English 12 course emphasizes students' awareness of the history and structural changes in the English language. Additional emphasis is placed on the historical influence of literature through a chronological

survey of British literature. Individual writers' styles and purposes are stressed as bases for comparison and contrast. With literature as a basis, the five communication skills are taught as integral parts of the curriculum rather than as isolated units. Argumentative and analytical writing is stressed.

### **Honors English IV (Weighted)**

Course #: 10245X0C

Credits: 1

Pre-Requisite(s): English III

Honors English IV, like Honors English III, emphasizes the literature of one particular country- Great Britain. It is organized in the text by historical periods beginning with the pre-history Celts and the Roman occupation for 50 years and ending with the modern literature from the present day.

The essential questions that drive the course are:

- What is the relationship between place and Literature?
- How does Literature shape and reflect society?
- What is the relationship of the writer to tradition?

## **MATHEMATICS**

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### **Foundations of NC Math I**

Course #: 20902X0

Credits: 1

Pre-Requisite(s): None

In this course, students will be provided learning experiences that lead to establishing solid skills in the study of Math 1. Skills such as: solving equations, factoring expressions, evaluating expressions, writing and graphing equations of lines will be taught. Students will broaden their use of the coordinate plane as they learn to graph lines with, as well as, without the graphing calculator. Topics in statistics will also be introduced.

### **NC Math I**

Course #: 21092X0

Credits: 1

Pre-Requisite(s): None

NC Math I continues the study of algebraic concepts. It includes operations with polynomials, creation and application of linear functions and relations, algebraic representations of geometric relationships, an introduction to nonlinear functions, and an introduction to statistics. 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 manipulative to calculators and application software, should be used regularly for instruction and assessment.

### **Honors NC Math I (Weighted)**

Course #: 21095X0

Credits: 1

Pre-Requisite(s): None

The focus of the foundational high school mathematics course is to increase student understanding of functions as a unifying concept in advanced mathematics. The goal is to formalize and extend prior understanding by deepening and extending student understanding of linear functions, in part by contrasting those functions 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 from single measurement variables. The geometry standards in this course formalize and extend student experiences to explore more complex geometric situations and deepen their explanations of relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout this course. Together with the content standards, these practices require that students experience mathematics as a coherent, useful, and logical subject that builds on their ability to make sense of problem situations. Students are required to take the NC End of Course Exam.

### **Foundations of NC Math II**

Course #: 20912X0N

Credits: 1

Pre-Requisite(s): NC Math I

Foundations of Math II provides learners with an opportunity to review and study foundational topics for higher-level mathematics. The topics covered will be based on student needs and will be aligned with Math II. Students will solve relevant and authentic problems using manipulatives and appropriate technology.

### **NC Math II**

Course #: 22092X0

Credits: 1

Pre-Requisite(s): NC Math I

NC Math II continues students' study of advanced algebraic concepts including functions, polynomials, and rational expressions, systems of functions and inequalities, and matrices. 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 practical applications and modeling. Appropriate technology, from manipulative to application software, should be used regularly for instruction and assessment. Calculators will be used daily to enhance topics.

### **Honors NC Math II (Weighted)**

Course #: 22095X0

Credits: 1

Pre-Requisite(s): NC Math I

Honors NC Math II includes all the topics covered in the corresponding Math II class. However, the material will be covered in greater complexity, novelty, acceleration, or pacing, and reflect a defensible differentiated curriculum. This course extends beyond the traditional Math II curriculum in both breadth and depth of study. It also provides problem-seeking and problem-solving opportunities for students. Calculators will be used daily to enhance instruction.

### **NC Math III**

Course #: 23092X0

Credits: 1

Pre-Requisite(s): NC Math II

NC Math III builds the students' understanding of geometric concepts. Students will move from an inductive approach to deductive methods of proof in their study of geometric figures. Reasoning skills will be emphasized and students will broaden their use of the coordinate plane. Appropriate technology, from manipulative to calculators and application software, should be used regularly for instruction and assessment.

**Honors NC Math III (Weighted)**

Course #: 23095X0

Credits: 1

Pre-Requisite(s): NC Math II

Honors NC Math III includes the topics covered in the corresponding Math III class. However, the material will be covered in greater complexity, novelty, acceleration or pacing, and reflect a defensible differentiated curriculum. This course extends beyond the traditional geometry curriculum in both breadth and depth of study. It also provides problem-seeking and problem-solving opportunities for students.

**NC Math IV**

Course #: 24092X0

Credits: 1

Pre-Requisite(s): NC Math III

NC Math IV focuses on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math I-III. 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.

**Honors NC Math IV (Weighted)**

Course #: 24095X0

Credits: 1

Pre-Requisite(s): NC Math III

NC Math IV Honors addresses the topics of NC Math IV at a more comprehensive and rigorous level. Additional topics and requirements with real-world applications are included.

## SCIENCE

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**Earth/Environmental Science**

Course #: 35012X0C

Credits: 1

Pre-Requisite(s): None

Earth Science is the study of the earth's history, structure, atmosphere, weather, and oceans. It is also the study of the position, composition, and other characteristics of the planets, stars, and other bodies in space. This course is a graduation requirement.

**Honors Earth/Environmental Science (Weighted)**

Course #: 35015X0

Credits: 1

Pre-Requisite(s): None

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.

**Foundations of Science**

Course #: 30202X0S

Credits: 1

Pre-Requisite(s): Earth/Environmental Science

Foundations of Science provides learners with an opportunity to review and study foundational topics for higher-level science. The topics covered will be based on student needs and will be aligned with Biology.

**Biology**

Course #: 33202X0C

Credits: 1

Pre-Requisite(s): Earth/Environmental Science

Biology is the study of living things and their relationship to the environment with emphasis placed on the six kingdom classification systems. This course is a requirement for graduation.

**Honors Biology (Weighted)**

Course #: 33205X0

Credits: 1

Pre-Requisite(s): English I, Earth/Environmental Science

Biology is the study of living things and their relationship to the environment with emphasis placed on the six kingdom classification systems. Concepts will be explored on an advanced level. Biology is a requirement for graduation.

**Physical Science**

Course #: 34102X0

Credits: 1

Pre-Requisite(s): None

This course is a basic introduction to physics and chemistry. Concepts and terminology are basic and math is kept to a minimum. Practical application is emphasized. Topics of study include motion, energy, electricity, magnetism, heat, structure of matter, and chemical reactions.

**Chemistry**

Course #: 34202X0C

Credits: 1

Pre-Requisite(s): Math I

Students study a variety of chemistry topics including chemical equations and reactions, stoichiometry, the periodic table, atomic theory, molecular chemistry, kinetic theory, gas laws, solutions, and acid-base behavior. Students will use their mathematics and problem solving skills to complete laboratory activities.

**Honors Chemistry (Weighted)**

Course #: 34205X0C

Credits: 1

Pre-Requisite(s): Math I

Chemistry is the study of the structure and chemical interactions of matter. Laboratory experiments are an important element of this class. Extensive math skills will be used. Topics of study include atomic structure, chemical formulas and equations, solutions, chemical reactions, and properties of the elements.

# **SOCIAL STUDIES**

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## **World History**

Course #: 43032X0C

Credits: 1

Pre-Requisite(s): None

World History at the 9th grade level is a survey course that gives students the opportunity to explore recurring themes of human experiences common to civilizations around the globe from ancient to contemporary times. Students broaden their historical perspectives as they explore ways societies have dealt with political, economic, and social continuity and change, affected by issues such as war and peace, internal stability and strife, and the development of institutions.

## **Honors World History (Weighted)**

Course #: 43035X0C

Credits: 1

Pre-Requisite(s): None

World History at the 9th grade level is a survey course that gives students the opportunity to explore recurring themes of human experiences common to civilizations around the globe from ancient to contemporary times. Students broaden their historical perspectives as they explore ways societies have dealt with political, economic, and social continuity and change, affected by issues such as war and peace, internal stability and strife, and the development of institutions. In the Honors course writing and research skills are emphasized and are organized around the student doing extended reading, writing and research assignments in addition to the regular course requirements.

## **Founding Principles USA & NC: Civic Literacy**

Course #: 43182X0

Credits: 1

Pre-Requisite(s): World History

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

## **Founding Principles USA & NC: Civic Literacy Honors**

Course #: 43185X0

Credits: 1

Pre-Requisite(s): World History

Civic Literacy is the study and understanding of citizenship and government. Through the Inquiry-based C3 Framework, this one semester course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized

politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home. In the Honors course writing and research skills are emphasized and are organized around the student doing extended reading, writing and research assignments in addition to the regular course requirements.

### **American History**

Course #: 43112X0

Credits: 1

Pre-Requisite(s): Civic Literacy

Providing a foundation to understand our nation's past and present, the American History course begins with the end of the French and Indian War in 1763 and continues through the most recent presidential election. This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Rooted in Inquiry-based skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action. As well-rounded, productive citizens, the students will leave the American History course with both the knowledge and the skills to engage with the modern world by recognizing contemporary patterns and connections.

### **Honors American History (Weighted)**

Course #: 43115X0

Credits: 1

Pre-Requisite(s): Civic Literacy

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 Inquirybased skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action. As well-rounded, productive citizens, the students will leave the American History course with both the knowledge and the skills to engage with the modern world by recognizing contemporary patterns and connections. In the Honors course writing and research skills are emphasized and are organized around the student doing extended reading, writing and research assignments in addition to the regular course requirements.

### **Economics and Personal Finance**

Course #: 43192X0

Credits: 1

Pre-Requisite(s): American History

Economics and Personal Finance provides students with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society. The course was developed in accordance with SessIon Law 2019-82 to provide instruction on economic principles and provide personal financial literacy instruction. Ultimately, students taking this course will understand economic decisions, use money wisely, understand

education and career choices, and understand how to be financially responsible citizens. Students will be introduced to key concepts from both micro and macroeconomics, as well as financial literacy concepts such as the cost of credit, planning and budgeting for large purchases, home mortgages, and college expenses, and other relevant financial literacy issues.

### **Economics and Personal Finance Honors**

Course #: 43195X0

Credits: 1

Pre-Requisite(s): American History

Economics and Personal Finance provides students with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society. The course was developed in accordance with Session Law 2019-82 to provide instruction on economic principles and provide personal financial literacy instruction. Ultimately, students taking this course will understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Students will be introduced to key concepts from both micro and macroeconomics, as well as financial literacy concepts such as the cost of credit, planning and budgeting for large purchases, home mortgages, and college expenses, and other relevant financial literacy issues. In the Honors course writing and research skills are emphasized and are organized around the student doing extended reading, writing and research assignments in addition to the regular course requirements.

## **FINE ARTS**

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### **Band I**

Course #: 52552X0C

Credits: 1

Pre-Requisite(s): None

Beginners' band is an entry-level course continuing to build on the comprehensive music education students have received in grades K-8. Band students will study and perform various musical styles. Students should develop an appreciation and understanding of the value of music, and demonstrate appropriate instrumental practices. Public performances are an essential part of the class. For each student, special emphasis is placed on music performances. Students will be graded on their ability as well as on their efforts.

### **Band II**

Course #: 52562X0C

Credits: 1

Pre-Requisite(s): Band I

High school band students will study various musical styles. A continuation of music theory, musical symbols and terms, and music history are included in class objectives. Students should develop an appreciation and understanding of the value of music. Public performances are an essential part of the class. For each student, special emphasis is placed on music performances.

### **Honors Band III**

Course #: 52575X0C

Credits: 1

Pre-Requisite(s): Band II

Honors Band III addresses the competency goals and objectives of the North Carolina Standard Course of Study for Instrumental Music III and provides additional extensions of these goals and objectives as a



foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports.

### **Honors Band IV**

Course #: 52585X0C

Credits: 1

Pre-Requisite(s): Honors Band III

Honors Band IV is an advanced continuation of Honors Band III and addresses the competency goals and objectives of the North Carolina Standard Course of Study for Instrumental Music IV and provides additional extensions of these goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports.

### **Honors Band V**

Course #: 52965X0

Credits: 1

Pre-Requisite(s): Honors Band IV

Honors Band V is an advanced continuation of Honors Band V and addresses the competency goals and objectives of the North Carolina Standard Course of Study for Instrumental Music V and provides additional extensions of these goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports.

## **HEALTH & PHYSICAL EDUCATION**

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### **Health and Physical Education**

Course #: 60492X0

Credits: 1

Pre-Requisite(s): None

This course is designed to develop the skills necessary for creating and maintaining a healthy and satisfying lifestyle. To meet this goal, the course keeps the students aware of current and ever-changing health issues. Areas of study include family life, drug education, physical fitness, and communicable and non-communicable diseases. The physical education portion of the course is designed to teach the importance of physical fitness. Emphasis is placed upon developing optimal hand-eye and foot-eye coordination. Experiences are provided for team play and team strategy. Proper attire and participation are required. The units of instruction include individual, dual, and team sports; conditioning exercises; and recreational sports.

### **Advanced PE**

Course #: 60392X0A

Credits: 1

Pre-Requisite(s): Health and Physical Education

This course is designed to develop attitudes and techniques, which will enable the student to take part in lifetime sports with an increased degree of knowledge, skill and satisfaction. Emphasis is placed on the development of specific skills, acquiring knowledge of activity and its history, participation, physical development, and student leadership. Students are provided with opportunities in the following areas: warm-up and conditioning activities; individual and dual activities - golf, tennis, weight training, wrestling,

jogging, recreational games and gymnastics; fitness testing; team games - basketball, softball, volleyball, soccer; rhythms; and folk, social, and modern dancing.

### **Physical Ed Local Elective**

Course #: 60392X0

Credits: 1

Pre-Requisite(s): Health and Physical Education

Emphasis in this course is on advanced skills and a complete knowledge of an appreciation for the rules safety, strategy, and techniques of weight lifting. This course is for students who are interested in developing endurance and strength of the body and fitness. Weightlifting, ply metric, stretching, springs, running and team games. Athletes will be given first preference.

### **Physical Conditioning I**

Course #: 96102X0PC1

Credits: 1

Pre-Requisite(s): Health and Physical Education

Emphasis in this course is on advanced skills and a complete knowledge of an appreciation for the rules safety, strategy, and techniques of weight lifting. This course is for students who are interested in developing endurance and strength of the body and fitness. Weightlifting, ply metric, stretching, springs, running and team games. Athletes will be given first preference.

### **Physical Conditioning II**

Course #: 96102X0PC2

Credits: 1

Pre-Requisite(s): Physical Conditioning I

Emphasis in this course is on advanced skills and a complete knowledge of an appreciation for the rules safety, strategy, and techniques of weight lifting. This course is for students who are interested in developing endurance and strength of the body and fitness. Weightlifting, ply metric, stretching, springs, running and team games. Athletes will be given first preference.

### **Physical Fitness I**

Course #: 60602X0

Credits: 1

Pre-Requisite(s): Health and Physical Education

Emphasis in this course is on advanced skills and a complete knowledge of an appreciation for the rules safety, strategy, and techniques of weight lifting. This course is for students who are interested in developing endurance and strength of the body and fitness. Weightlifting, ply metric, stretching, springs, running and team games. Athletes will be given first preference.

### **Physical Fitness II**

Course #: 60612X0

Credits: 1

Pre-Requisite(s): Physical Fitness I

Emphasis in this course is on advanced skills and a complete knowledge of an appreciation for the rules safety, strategy, and techniques of weight lifting. This course is for students who are interested in developing endurance and strength of the body and fitness. Weightlifting, ply metric, stretching, springs, running and team games. Athletes will be given first preference.

# JUNIOR ROTC

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## **JROTC I**

Course #: 95012X0

Credits: 1

Pre-Requisite(s): None

This course includes classroom instruction and laboratory instruction in the history, customs, traditions, and purpose of Army JROTC. It contains the development of basic leadership skills to include leadership principles, values and attributes. Development of core skills students could master, an appreciation for diversity, and active learning strategies are integrated throughout the course. Emphasis is placed on writing skills and oral communications techniques. Financial planning is introduced. Physical fitness, diet, nutrition, healthy life-styles, and awareness of substance abuse and prevention and basic first aid measures are additional content areas. An overview of geography and the globe are incorporated. Also included is a study of the U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens and the federal justice system. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC.

## **JROTC II**

Course #: 95022X0

Credits: 1

Pre-Requisite(s): JROTC I

This course includes classroom instruction and laboratory instruction in teamwork, Maslow's hierarchy of needs, speaking and writing, developing potential, self-image, self-esteem and personal values, creating your own success, setting goals, developing dental hygiene and appreciation of music, learning how to study search for a career and write a resume, study smart, build a team, resolve conflicts and perform community service. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC.

## **JROTC III**

Course #: 95032X0

Credits: 1

Pre-Requisite(s): JROTC II

This course includes classroom instruction and laboratory instruction expanding on skills taught in JROTC I - II. This course introduces equal opportunity and sexual harassment. It provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. It provides self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts, includes dietary guidelines and fitness, and introduces map reading skills. It discusses the significant events that helped shape, develop the Constitution and government, and teaches the role of political parties in the election process. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC.

## **JROTC IV**

Course #: 95042X0

Credits: 1

Pre-Requisite(s): JROTC III

This course includes classroom instruction and laboratory instruction in defining potential, understanding attitude and its relationship to performance, understanding conditioning and motivation, developing success habits and thought processes, understanding how words and self-image affect performance, learning how

to write positive affirmations and use them to affect positive change. Students will study character education and development and perform a community service project based on what they have learned. Students can earn two college credits from the University of Colorado at Colorado Springs (UCCS)\* for completing studies in character education and performing related service projects. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC.

### **JROTC V**

Course #: 95052X0

Credits: 1

Pre-Requisite(s): JROTC IV

This course includes classroom instruction and laboratory instruction expanding on the skills taught in JROTC I - IV. This course allows cadets to experience leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and provides leadership situations and opportunities to handle various leadership situations as well as execution of service learning activities. This course gives cadets the opportunity to apply basic concepts of career exploration strategies and planning. It teaches how to create a career portfolio and plan for college work. Financial management principles are studied further. Skills for orienteering and/ or land navigation are developed. Included are studies in the federal judicial system and how historical events shaped social systems. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC.

### **JROTC VI**

Course #: 95062X0

Credits: 1

Pre-Requisite(s): JROTC V

This course includes classroom instruction and laboratory instruction in economics. Students will learn how to manage their finances, budget, save, invest, purchase insurance, and manage credit. Once they have completed the course in financial management/economics and performed a related service, they can earn two college credits from the University of Colorado Springs UCCCS)\*. They are expected to take leadership roles in the community service projects performed based on their high level of leadership development. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC.

### **JROTC VII**

Course #: 95072X0

Credits: 1

Pre-Requisite(s): JROTC VI

This course includes classroom instruction and laboratory instruction expanding on the skills taught in JROTC I - VI. It focuses on creating a positive leadership situation, negotiating, decision-making, problem solving, planning, and demonstrating leadership potential in an assigned command or staff position within the cadet battalion organizational structure. It includes how to use emotional intelligence, instruction on etiquette, daily planning, financial planning, and careers. It includes fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. It explores various methods on determining distance, direction, and locations as well as environmental issues. Concepts of democracy and freedom and how to influence local governments are discussed. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC.

## **JROTC VIII**

Course #: 95082X0

Credits: 1

Pre-Requisite(s): JROTC VII

This course includes classroom instruction and laboratory instruction in writing and advanced citizenship. Students will learn the basic components of writing to prepare for college English or their career. They will use citizenship action groups to perform community service projects related to governmental processes. Once they have completed a course in citizenship and performed a related service, they can earn two college credits from the University of Colorado at Colorado Springs (UCCS)\*. They are expected to take leadership roles in the community service projects performed based on their high level of leadership development. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC.

## **FOREIGN LANGUAGES**

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### **Spanish I**

Course #: 11412X0C

Credits: 1

Pre-Requisite(s): None

Spanish I is an introduction to basic written and spoken communication skills, with cultural explanations where appropriate.

Included are: the alphabet, pronunciation, greetings, conversational skills, extensive vocabulary, parts of speech, sentence construction, basic verb tenses, and short compositions lessons are taught predominantly in Spanish, with the exception of reviews and grammar explanations. To be successful, a good command of English grammar is needed and a prior 'C' average or better in English I is recommended.

### **Spanish II**

Course #: 11422X0C

Credits: 1

Pre-Requisite(s): Spanish I

Spanish II continues to refine the communication skills introduced in Spanish I. This course is primarily taught in Spanish with very few exceptions. The following components are included: new vocabulary, more sophisticated grammar constructions, more complex verb tenses, and cultural studies. Translating articles, oral presentations, and composing essays will be of primary importance.

### **Honors Spanish III (Weighted)**

Course #: 11435X0C

Credits: 1

Pre-Requisite(s): Spanish II

Spanish III further expands the skills acquired in Spanish II. Students concentrate on conversation, composition, advanced grammar, and especially extensive, useful vocabulary. Authentic Spanish literature will be read and discussed. Communication skills will be refined via oral presentations and written essays. The main goal will be to use and understand Spanish proficiently by speaking, listening, reading and writing it.

# CAREER & TECHNICAL EDUCATION

## ARTS, A/V TECHNOLOGY, & COMMUNICATIONS – DIGITAL DESIGN AND ANIMATION

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### **Digital Design and Animation I**

Course #: TS242X0

Credits: 1

Pre-Requisite(s): None

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

### **Digital Design and Animation II**

Course #: TS252X0

Credits: 1

Pre-Requisite(s): Digital Design and Animation I

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

## BUSINESS MANAGEMENT & ADMINISTRATION - ENTREPRENEURSHIP

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### **Entrepreneurship I (NCEC Only)**

Course #: ME112X0

Credits: 1

Pre-Requisite(s): None

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 (NCEC Only)**

Course #: ME125X0

Credits: 1

Pre-Requisite(s): Entrepreneurship I

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.

## **FINANCE – FINANCIAL PLANNING**

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### **Principles of Business and Finance (NCEC Only)**

Course #: BF102X0

Credits: 1

Pre-Requisite(s): None

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

## **HOSPITALITY & TOURISM – CULINARY ARTS INTERNSHIP**

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### **Culinary Arts and Hospitality I**

Course #: FH102X0

Credits: 1

Pre-Requisite(s): None

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 and Hospitality II Internship**

Course #: FH122X0

Credits: 1

Pre-Requisite(s): Culinary Arts and Hospitality I

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, and social studies are reinforced.

### **Culinary Arts and Hospitality III**

Course #: FH132X0

Credits: 1

Pre-Requisite(s): Culinary Arts and Hospitality II Internship

This course is designed for students to further develop their knowledge and skills through learning about advanced food preparation, grade manager, 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.

# **HUMAN SERVICES – EARLY CHILDHOOD DEVELOPMENT & SERVICES**

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## **Child Development**

Course #: FE602X0N

Credits: 1

Pre-Requisite(s): None

This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Art, English language arts, and science are reinforced.

## **Early Childhood Education I**

Course #: FE112X0

Credits: 2

Pre-Requisite(s): Child Development

This two-credit course prepares students to work with children in early education and child care settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Cooperative education and apprenticeship are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Parenting and Child Development is recommended as preparation for this course. Because they intern in early childhood centers that must meet NC Child Care General Statute 110.91, Section 8, students must be 16 years of age prior to October 1 to enroll in this course.

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

## **Early Childhood Education II**

Course #: FE125X0

Credits: 2

Pre-Requisite(s): Early Childhood Education I

This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and child care settings. Areas of study include program planning and management, developmentally appropriate practice, procedures and strategies for working with special groups of children, and career development and professionalism. An internship makes up 50 percent of instructional time. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Cooperative education and apprenticeship are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Because they intern in early childhood centers that must meet NC Child Care General Statute 110.91, Section 8, students must be 16 years of age prior to October 1 to enroll in this course.

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



## CTE PATHWAY ADVANCED COURSES

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*\*\*Each pathway has its own set of these advanced courses. Course codes vary based on pathway.\*\**

### **CTE Advanced Studies**

Course #: Varies

Credits: 1

Pre-Requisite(s): Required courses to complete pathway

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

### **CTE Apprenticeship**

Course #: Varies

Credits: 1

Pre-Requisite(s): Required courses to complete pathway

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

### **CTE Internship**

Course #: Varies

Credits: 1

Pre-Requisite(s): Required courses to complete pathway

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.

# NORTHAMPTON CAREER & TECHNICAL ACADEMY OF INNOVATION

## COMPUTER INFORMATION SYSTEMS

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### **CIS110 Introduction to Computers**

Course #: BW325X0

Credits: 1

Pre-Requisite(s): None

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.

## COSMETOLOGY

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### **COS111 Cosmetology Concepts I**

Course #: WC192X0C11

Credits: 1

Co-Requisite(s): COS112 Salon I

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

### **COS112 Salon I**

Course #: WC192X2C12

Credits: 2

Co-Requisite(s): COS111 Cosmetology Concepts I

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

### **COS113 Cosmetology Concepts II**

Course #: WC192X0C13

Credits: 2

Pre-Requisite(s): COS111 Cosmetology Concepts I and COS112 Salon I

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

## **COS114 Salon II**

Course #: WC192X2C14

Credits: 2

Pre-Requisite(s): COS111 Cosmetology Concepts I and COS112 Salon I

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

## **EMERGENCY MEDICAL SCIENCE**

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### **MED121 Medical Terminology I**

Course #: WC152X0D21

Credits: 1

Pre-Requisite(s): None

This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

### **EMS110 EMT**

Course #: WC232X3E10

Credits: 3

Pre-Requisite(s): None

This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT certification.

## **HVAC**

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### **AHR110 Intro to Refrigeration**

Course #: WC032X2A10

Credits: 2

Pre-Requisite(s): None

This course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle; and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade.

### **AHR111 HVACR Electricity**

Course #: WC032X0A11

Credits: 1

Pre-Requisite(s): None

This course introduces electricity as it applies to HVACR equipment. Emphasis is placed on power sources, interaction of electrical components, wiring of simple circuits, and the use of electrical test

equipment. Upon completion, students should be able to demonstrate good wiring practices and the ability to read simple wiring diagrams.

### **AHR112 Heating Technology**

Course #: WC032X0A12

Credits: 1

Pre-Requisite(s): None

This course covers the fundamentals of heating including oil, gas, and electric heating systems. Topics include safety, tools and instrumentation, system operating characteristics, installation techniques, efficiency testing, electrical power, and control systems. Upon completion, students should be able to explain the basic oil, gas, and electrical heating systems and describe the major components of a heating system.

### **AHR213 HVACR Building Code**

Course #: CW002X0A13

Credits: 0

Pre-Requisite(s): None

This course covers the North Carolina codes that are applicable to the design and installation of HVACR systems. Topics include current North Carolina codes as applied to HVACR design, service, and installation. Upon completion, students should be able to demonstrate the correct usage of North Carolina codes that apply to specific areas of the HVACR trade.

## **INDUSTRIAL SYSTEMS**

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### **ATR112 Intro to Automation**

Course #: WC252X0A12

Credits: 1

Pre-Requisite(s): None

This course introduces the basic principles of automated systems and describes the tasks that technicians perform on the job. Topics include the history, development, and current applications of robots and automated systems including their configuration, operation, components, and controls. Upon completion, students should be able to understand the basic concepts of automation and robotic systems.

### **ELC111 Intro to Electricity**

Course #: WC032X0E11

Credits: 1

Pre-Requisite(s): None

This course introduces the fundamental concepts of electricity and test equipment to non-electrical/electronics majors. Topics include basic DC and AC principles (voltage, resistance, current, impedance); components (resistors, inductors, and capacitors); power; and operation of test equipment. Upon completion, students should be able to construct and analyze simple DC and AC circuits using electrical test equipment.

### **ELC120 Intro to Wiring**

Course #: WC032X0E20

Credits: 1

Pre-Requisite(s): None

This course is an introduction to wiring concepts for non-electricians. Topics include safety, tools, materials, techniques and terminology associated with electrical wiring. Upon completion, students should be able to use and/or identify wiring tools, materials and procedures at an introductory level.

### **ELC128 Intro to PLC**

Course #: WC032X0E28

Credits: 1

Pre-Requisite(s): None

This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to understand basic PLC systems and create simple programs.

## **NURSE AIDE**

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### **NAS101 Nurse Aide I**

Course #: HJ015X0

Credits: 2

Pre-Requisite(s): None

This course includes basic nursing skills required to provide safe, competent personal care for individuals. Emphasis is placed on person-centered care, the aging process, communication, safety/emergencies, infection prevention, legal and ethical issues, vital signs, height and weight measurements, elimination, nutrition, basic restorative care/rehabilitation, dementia, mental health and end-of-life care. Upon completion, students should be able to demonstrate knowledge and skills and be eligible to test for listing on the North Carolina Nurse Aide I Registry.

## **EXCEPTIONAL CHILDREN**

### **OCCUPATIONAL COURSE OF STUDY**

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#### **English I Occ**

Course #: 9210BX0

Credits: 1

Pre-Requisite(s): None

This course covers standards in the areas of communication, language and meaning, critical thinking, and research. Students will use the writing process to develop a product and understand appropriate presentation skills. Use of a variety of strategies to comprehend texts and understand appropriate language and conventions in all forms of communication will be a focus in the course. Students will be expected to analyze cause and effect relationships in literature and real life, analyses of cause and effect relationships in literature and real life, and analyses of events in the context of culture and literature. Students will develop an understanding of literary elements and rhetorical techniques as well as literary and informational texts.

Application of research tools and techniques to selected topics will be presented. \*At select schools the course is taught in a blended learning environment with collaborative instruction delivered by an online highly-qualified English teacher as well as a face-to-face OCS teacher.

### **English II Occ**

Course #: 9211BX0

Credits: 1

Pre-Requisite(s): English I Occ

This course covers standards in the areas of oral and written communication, language and meaning, critical thinking and research in a more complex manner. Students will create increasingly complex oral and written responses for a variety of audiences, purposes, and contexts. The learner will use these skills in the development of presentations. Students will use a variety of strategies to comprehend text, and use appropriate language and conventions in all forms of communications. Analyses of texts in visual, auditory, and digital formats will be taught. Students will create research studies focusing on global issues and create oral, written, and visual products focusing on global issues. At the completion of this course, students must be assessed using the English II EOC with documented accommodations and modifications. \*At select schools the course is taught in a blended learning environment with collaborative instruction delivered by an online highly-qualified English teacher as well as a face-to-face OCS teacher.

### **English III Occ**

Course #: 9212BX0

Credits: 1

Pre-Requisite(s): English II Occ

This course covers standards in the areas of communication, language and meaning, critical thinking and research through multifaceted approaches. Students will develop an understanding of literary and informational texts. They will use appropriate communication skills in employment, post-secondary education/training and independent living settings and be able to create written products using a template or form. Focusing on post-secondary education/training and independent living, the student will apply reading and comprehension strategies to informational texts in the specific domains. The learner will carry out problem-solving process as it relates to personal life situations and apply the knowledge of cause and effect to decision making. The course will summarize the importance of forming a viewpoint in situations related to adult living. \*At select schools the course is taught in a blended learning environment with collaborative instruction delivered by an online highly-qualified English teacher as well as a face-to-face OCS teacher.

### **English IV Occ**

Course #: 9213BX0

Credits: 1

Pre-Requisite(s): English III Occ

This course covers standards in the areas of communication, language and meaning, critical thinking and research through comprehensive methodologies. Students will apply information from literary and informational texts to carry out adult -living tasks and activities. They will communicate options that can be used to a variety of audiences. The course requires the student to construct written products without reliance on templates and/or forms and apply reading comprehension strategies to informational texts found in employment, post-secondary education/training, and independent living domains. The course requires the student to develop plans to solve problems that occur in adult life, while being able attribute the impact of cause and effect on a given real life problem and to generate a viewpoint based on current events in written text or personal life situations. \*At select schools the course is taught in a blended learning

environment with collaborative instruction delivered by an online highly qualified English teacher as well as a face-to-face OCS teacher.

### **Introduction to Mathematics I Occ**

Course #: 9220BX0

Credits: 1

Pre-Requisite(s): None

This course covers number and operations, geometry, measurement, algebra, statistics and probability. It uses the core standards so students can understand rational numbers, apply mathematical operations with rational numbers, and apply ratios, proportions and percents to solve problems. Students will use time and measurement to solve problems. Algebraic properties will be used to solve problems and to understand patterns and relationships. Students will develop an understanding of data in terms of graphical displays, measure of center and range. \*At select schools the course is taught in a blended learning environment with collaborative instruction delivered by an online highly-qualified math teacher as well as a face-to-face OCS teacher.

### **NC Math I Occ**

Course #: 9225BX0

Credits: 1

Pre-Requisite(s): Introduction to Mathematics I Occ

This course uses the core standards to provide students a more complex mathematical curriculum. Following the format studied in Introduction to Mathematics, the course covers number and operations, geometry, measurement, algebra, statistics and probability, while adding the area of discrete algebra. Students will be required to use ratios and rates to solve problems and use properties of exponents to simplify expressions. They will use properties and strategies to combine and factor algebraic expressions, use direct and indirect variations to solve problems, analyze patterns of change in functional relationships, understand functions based on mathematical and real world phenomena, and use strategies to find solutions for linear and exponential relationships. They will be required to analyze properties of geometric shapes in the Cartesian coordinate system and use formulas to solve problems involving area and volume. They will analyze statistical distributions in terms of the relationships among shape, center, spread and outliers and infer trends in bivariate data. Students will use vertex-edge graphs to route and optimize critical paths. \*At select schools the course is taught in a blended learning environment with collaborative instruction delivered by an online highly-qualified math teacher as well as a face-to-face OCS teacher.

### **Financial Management Occ**

Course #: 9222BX0

Credits: 1

Pre-Requisite(s): NC Math I Occ

This course focuses on the application of skills needed for independent living. Emphasis is placed on financial management and planning. Students will develop an understanding of state and federal income taxes, wages compensation, and the use of credit. They will be introduced to different types of insurance to meet personal needs while applying math skills to consumer spending. \*At select schools the course is taught in a blended learning environment with collaborative instruction delivered by an online highly-qualified math teacher as well as a face-to-face OCS teacher.

### **Applied Science Occ**

Course #: 9231BX0

Credits: 1

Pre-Requisite(s): None

This course covers core standards in forces and motion, energy, electricity and magnetism, matter, chemicals, and the environment. Through course design the students will learn concepts and describe attributes associated with weight, mass, and types of force. Energy and conservation will be defined with an explanation of related effects. Students will develop an understanding of electricity and magnetism as well as the properties of matter. They will identify the uses and dangers of common chemicals. The course covers how humans can have positive and negative effects on the environment. Students will develop an understanding of the human body's basic needs and control systems (including common health indicators). \*At select schools the course is taught in a blended learning environment with collaborative instruction delivered by an online highly-qualified science teacher as well as a face-to-face OCS teacher.

### **Biology Occ**

Course #: 9232BX0

Credits: 1

Pre-Requisite(s): Applied Science Occ

This course covers standards in the areas of structure and functions of living organisms, evolution & genetics, and molecular biology. Students will understand the relationship between the structures and functions of cells and their organelles and the analysis of the cell as a living system. Students will explore the interdependence of living organisms within their environment and learn the impact of human activities on the environment generation to generation. The course explains how traits are determined by the structure and function of DNA and how the environment, and/or the interaction of alleles, influences the expression of genetic traits, as well as the application of DNA technology. The theory of evolution by natural selection as a mechanism for how species change over time is covered, including how classification systems are developed based upon speciation. Students will develop an understanding of how biological molecules are essential to the survival of living organisms. They will analyze the relationship between biochemical processes and energy use. At the completion of the course, the student must be assessed using the Biology EOC with documented accommodations and modifications. \*At select schools the course is taught in a blended learning environment with collaborative instruction delivered by an online highly-qualified science teacher as well as a face-to-face OCS teacher.

### **American History I Occ**

Course #: 9247BX0

Credits: 1

Pre-Requisite(s): None

The American History I course is intended to be taught prior to the American History II course. The American History I course is strategically aligned with the North Carolina Essential Standards for American History I. The course follows the Founding Principles Act and begins with the European Exploration and Colonization of the New World and follows chronologically through Post -Civil War Reconstruction. Students will learn about the important political, social, and economic factors that contributed to the development of colonial America, the onset of the American Revolution, and the results of the Revolution including the founding of the United States government and the drafting of founding documents including the Constitution and the Bill of Rights. Students will also learn about early domestic and foreign policy, westward expansion, reform, immigration, and the cultural variances that have both united and divided America. Pre-Assessments will be used as diagnostic tools. Meanwhile, students will work through Bloom's Taxonomy Hierarchy through completing lesson notes, formative assessments, completion assignments, and they will show mastery of learning through culminating projects and summative



assessments. \*At select schools the course is taught in a blended learning environment with collaborative instruction delivered by an online highly-qualified social studies teacher as well as a face-to-face OCS teacher.

### **American History II Occ**

Course #: 9248BX0

Credits: 1

Pre-Requisite(s): American History I Occ

The American History II course is a sequel course to American History I. The course is strategically aligned with the North Carolina Essential Standards for American History II. The course follows the Founding Principles Act and begins with late 19th century American History to the 21st century. Students will learn about the important political, social, and economic factors that transformed the ethnic composition of America and America's dependence on evolving technologies. Students will also learn about 19th - 21st century domestic and foreign policy, westward expansion, reform movements, immigration, and the cultural variances that have both united and divided America. Pre-Assessments will be used as diagnostic tools. Meanwhile, students will work through Bloom's Taxonomy Hierarchy through completing lesson notes, formative assessments, completion assignments, and they will show mastery of learning through culminating projects and summative assessments. \*At select schools the course is taught in a blended learning environment with collaborative instruction delivered by an online highly-qualified social studies teacher as well as a face-to-face OCS teacher.

### **Preparation I Occ**

Course #: 9240BX0

Credits: 1

Pre-Requisite(s): None

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

### **Preparation II Occ**

Course #: 9241BX0

Credits: 2

Pre-Requisite(s): Preparation I Occ

This course enables students to take one 180-minute class that emphasizes the development of skills generic to careers. This course content is focused on providing students with the basic skills that will serve as a foundation for future career application. Students will expand their school-based-learning activities to include on-campus jobs and begin some work-based learning activities. Job seeking skills will also continue to be refined.

### **Preparation III Occ**

Course #: 9242BX0

Credits: 2

Pre-Requisite(s): Preparation II Occ

This course enables students to take one 180-minute class that is designed to continue the development and begin the application of skills learned in Preparation I and II. Work-based learning activities are provided

including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education and apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided.

### **Preparation IV Occ**

Course #: 9243BX0

Credits: 1

Pre-Requisite(s): Preparation III Occ

This course gives students the opportunity to synthesize all the skills acquired in previous preparation courses and apply them to their personal career choice. This course will allow students to solve work-related problems experienced in competitive employment, practice self-advocacy skills, and master the theoretical and practical aspects of their career choice. Students will complete the 360 hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study. Students will also develop a job placement portfolio that provides an educational and vocational record of their high school experience. Completion of this course assures that all training and paid employment hours have been completed and students are eligible for graduation.

## **EXTENDED STANDARDS**

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### **English/LA I**

Course #: 9310AX0

Credits: 2

This academic course focuses on development of skills needed for communication and comprehension in functional reading and writing. Emphasis is on enabling the student to interact with his environment independently to the extent of his abilities.

### **English/LA II**

Course #: 9311AX0

Credits: 2

This academic course focuses on further development of skills needed for communication and comprehension in functional reading and writing.

### **English/LA III**

Course #: 9312AX0

Credits: 2

This academic course provides development of skills and understanding of functional reading and writing as it pertains to the students interaction with his/her environment in a variety of pre-vocational/vocational settings.

### **English/LA IV**

Course #: 9313AX0

Credits: 2

This academic course provides further development of the skills and understanding of functional reading and writing as it pertains to the students independent interaction with his/her environment in a variety of vocational settings to the extent of his/her abilities.

**NC Math IA**

Course #: 9324AX0

Credits: 1

This academic course focuses on further development of the math components including recognizing and using numbers, comparing attributes of objects, estimating and measuring, recognizing and using shapes and positions, collecting and interpreting data, and sorting and patterning.

**NC Math IB**

Course #: 9325AX0

Credits: 1

This academic course provides the development of skills that enable the student to interact with the environment in a variety of pre-vocational and vocational settings to the extent of his/her abilities. This course introduces functional components of basic algebra which include describing and comparing geometric figures, solving problems using two- & three-dimensional shapes, using graphs and data, and demonstrating and extending patterns.

**Financial Management I**

Course #: 9322AX0N

Credits: 2

This academic course provides further development in the areas of money, money management, and budgeting.

**Financial Management II**

Course #: 9323AX0N

Credits: 2

This academic course provides further development in the areas of money, money management, and budgeting.

**Life Science**

Course #: 9331AX0

Credits: 2

**Biology A**

Course #: 9332AX0

Credits: 1

**Biology B**

Course #: 9333AX0

Credits: 1

**American History I**

Course #: 9342AX0N

Credits: 2

**American History II**

Course #: 9343AX0N

Credits: 2

**Civics & Governance I**

Course #: 9340AX0N

Credits: 2

**NC Vocational Preparation**

Course #: 9391AX0

Credits: 1

**NC Elective Health, Safety, Ind. Living**

Course #: 9390AX0

Credits: 1

## **OTHER ELECTIVE OFFERINGS**

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### **Teacher Cadet I**

Course #: 96042X0

Credits: 1

Pre-Requisite(s): None

The North Carolina Teacher Cadet Program is designed to provide the opportunity for high school students considering the field of education with an introduction to the careers involved. Students will receive instruction in several areas of education, complete classroom observations, student teach in multiple field experiences, and complete many hands-on projects designed to synthesize course content. The course is taught at a college level and students may receive college credit at some institutions upon acceptance into the individual Schools of Education. As such, Cadets must be prepared to perform at a college level by attending class, completing projects and portfolios on time, and participating actively in classroom discussion. In Teacher Cadet I, cadets will study physical, emotional, cognitive, social, and moral development for children ages birth-eighteen. Cadets will be introduced to Special Education and English Language Learner programs. They will begin their study of pedagogy and methods. Finally, the TC I Cadets will survey different educational settings and styles.

# Course Catalog



## North Carolina

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### Math

#### Accelerate to Algebra 1 (Courseware Only)

Accelerate to Algebra 1 is a short course designed to prepare students for success in Algebra 1. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques for representing relationships and use these relationships to solve problems. Students will also explore how statistics and probability can be used to draw conclusions and make predictions.

#### Accelerate to Algebra 2 (Courseware Only)

Accelerate to Algebra 2 is a short course designed to prepare students for success in Algebra 2. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques for representing relationships and use these relationships to solve problems. Students will also explore how statistics and probability can be used to draw conclusions and make predictions.

#### Accelerate to Geometry (Courseware Only)

Accelerate to Geometry is a short course designed to prepare students for success in Geometry. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques to rewrite and solve expressions and equations. Students will also explore simple probability and revisit fundamental geometric relationships.

#### Accelerate to North Carolina Algebra 1 (Courseware Only)

Accelerate to North Carolina Algebra 1 is a short course designed to prepare students for success in Algebra 1 aligned to the North Carolina Standard Course of Study. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques for representing relationships and use these relationships to solve problems. Students will also explore how statistics and probability can be used to draw conclusions and make predictions.

#### Accelerate to North Carolina Algebra 2 (Courseware Only)

Accelerate to North Carolina Algebra 2 is a short course designed to prepare students for success in Algebra 2 aligned to the North Carolina Standard Course of Study. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques for representing relationships and use these relationships to solve problems. Students will also explore how statistics and probability can be used to draw conclusions and make predictions.

#### Accelerate to North Carolina Geometry (Courseware Only)

Accelerate to North Carolina Geometry is a short course designed to prepare students for success in Geometry aligned to the North Carolina Standard Course of Study. It focuses on reviewing the essential skills and mathematical concepts that serve as the foundation for upcoming learning. Students will apply their understanding of algebraic techniques to rewrite and solve expressions and equations. Students will also explore simple probability and revisit fundamental geometric relationships.

#### Algebra 1 A/B

Algebra 1 v7.0 is a completely re-designed course that offers 100% alignment to the Common Core State Standards for Mathematics. The specific standard alignment for each lesson is visible to both educators and students. In addition to the emphasis on alignment, the lessons in the new course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for students.

Practice questions are included with each lesson, including technology-enhanced items and explanations to assist students in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help students record key takeaways as they move through the tutorial.

The course is also built around student engagement, with more interactive lessons and videos that work through examples and model problem-solving skills. This fresh new look and feel for the course was inspired by educator feedback.

Educators were also involved in the course at the design-level, as many unit activities, worksheets, and video scripts were written by current algebra classroom teachers. Algebra 1 v7.0 reflects our commitment to standards alignment and putting the needs of educators and students first in all aspects of course design.

# Course Catalog



## Algebra 2 A/B

Algebra 2 v7.0 is a completely re-designed course that offers 100% alignment to the Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. Algebra 2 v7.0 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

## Consumer Mathematics

This course explains how four basic mathematical operations – addition, subtraction, multiplication, and division – can be used to solve real-life problems. It addresses practical applications for math, such as wages, taxes, money management, and interest and credit. Projects for the Real World activities are included that promote cross-curricular learning and higher-order thinking and problem-solving skills.

## Financial Mathematics A/B

Financial Algebra is designed to instruct students in algebraic thinking while also preparing them to navigate a number of financial applications. Students will explore how algebraic knowledge is connected to many financial situations, including investing, using credit, paying taxes, and shopping for insurance. In studying these topics, students will learn about the linear, exponential, and quadratic relationships that apply to financial applications. In addition, the course will help prepare students to tackle the wide variety of financial decisions they will face in life, from setting up their first budget to planning for retirement.

## Geometry A/B

Geometry v6.0 is a completely re-designed course that offers 100% alignment to the Common Core State Standards for Mathematics. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering a focused exploration of topics to make concepts more digestible for learners and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. The course is built around learner engagement, with more interactive lessons, videos that work through examples and model problem-solving skills, and experiences to support multi-modal learning and sense-making. Scaffolding pieces are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. This fresh new look and feel for the course was inspired by educator feedback. Geometry v6.0 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

## Integrated Math 1 A/B

These two semester-long courses are designed to enable all students at the high-school level to develop a deep understanding of the math objectives covered and leave them ready for their next steps in mathematics. The courses are built to the Common Core State Standards. The three units in Semester A advance students through the study of single-variable expressions to systems of equations, while Semester B covers functions, advanced functions, and concludes with a practical look at the uses of geometry and trigonometry.

## Integrated Math 2 A/B

Building on the concepts covered in Integrated Math 1, these courses are based on proven pedagogical principles and employ sound course design to effectively help students master rules of exponents and polynomials, advanced single-variable quadratic equations, independent and conditional probability, and more. Online and offline activities combine to create an engaging learning experience that prepares high school learners for their next step in their studies of mathematics.

## Integrated Math 3 A/B

Beginning with the simplification of rational and polynomial expressions, Semester A takes students through the next steps in mastering the principles of integrated math. These two semester-long courses focus on meeting Common Core objectives with engaging and interactive content. Semester B begins with the derivation of the trigonometric formula for the area of a triangle, and proceeds through the use of functions and on developing the critical thinking skills necessary to make logical and meaningful inferences from data.

## Math 8 A/B

This course is designed to enable all students at the middle school level to develop a deep understanding of math objectives and leaves students ready for algebra. The first semester covers objectives in transformations, linear equations, systems of equations, and functions. The second semester focuses on scientific notation, roots, the Pythagorean Theorem and volume, and statistics and probability. The course is based on the Common Core State Standards Initiative and on a modern understanding of student learning in mathematics.

# Course Catalog



## North Carolina Math 1 A/B

These two semester-long courses are designed to enable all students at the high-school level to develop a deep understanding of the math objectives covered and leave them ready for their next steps in mathematics. The courses are built to the North Carolina standards. The three units in Semester A advance students through the study of single-variable expressions to systems of equations, while Semester B covers functions, advanced functions, and concludes with a practical look at the uses of geometry and trigonometry.

## North Carolina Math 2 A/B

Building on the concepts covered in Integrated Math 1, these courses are based on proven pedagogical principles and employ sound course design to effectively help students master rules of exponents and polynomials, advanced single-variable quadratic equations, independent and conditional probability, and other North Carolina standards. Online and offline activities combine to create an engaging learning experience that prepares high school learners for their next step in their studies of mathematics.

## North Carolina Math 3 A/B

Beginning with the simplification of rational and polynomial expressions, Semester A takes students through the next steps in mastering the principles of integrated math. These two semester-long courses focus on meeting North Carolina standards with engaging and interactive content. Semester B begins with the derivation of the trigonometric formula for the area of a triangle, and proceeds through the use of functions and on developing the critical thinking skills necessary to make logical and meaningful inferences from data.

## North Carolina Math 4 A/B

Building on the concepts covered in Math 3, these courses are based on proven pedagogical principles and employ sound course design to effectively help students attain a deep understanding of functions, including logarithmic functions, advanced trigonometry, data analysis, probability distributions, statistical inference, and mathematical modeling. This two-semester-long course focuses on meeting the North Carolina Standard Course of Study with engaging and interactive content. Activities create an engaging learning experience that prepares high school learners for their next step in their studies of mathematics.

## North Carolina Occupational Introductory Mathematics A/B

This course is designed to enable all students at the high-school level to develop a deep understanding of math objectives and leave them ready for their next steps in mathematics. The course is based on a modern understanding of student learning in mathematics.

## Precalculus A/B

Precalculus builds on algebraic concepts to prepare students for calculus. The course begins with a review of basic algebraic concepts and moves into operations with functions, where students manipulate functions and their graphs. Precalculus also provides a detailed look at trigonometric functions, their graphs, the trigonometric identities, and the unit circle. Finally, students are introduced to polar coordinates, parametric equations, and limits.

## Probability & Statistics

This course is designed for students in grades 11 and 12 who may not have attained a deep and integrated understanding of the topics in earlier grades. Students acquire a comprehensive understanding of how to represent and interpret data; how to relate data sets; independent and conditional probability; applying probability; making relevant inferences and conclusions; and how to use probability to make decisions.

## English Language Arts

### Accelerate to English 09 (Courseware Only)

Accelerate to English 09 is a short course designed to prepare students for success in English 09. It focuses on developing the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, structure, and language in their writing. Students will also practice close reading to interpret texts and provide support for written analysis.

### Accelerate to English 10 (Courseware Only)

Accelerate to English 10 is a short course designed to prepare students for success in English 10. It focuses on the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, persuasive techniques, structure, and language in their writing. Students will also practice close reading to interpret texts and provide support for written analysis.

### Accelerate to English 11 (Courseware Only)

Accelerate to English 11 is a short course designed to prepare students for success in English 9. It focuses on the reading and writing skills that will serve as the foundation for upcoming learning. Students will read literary and informational texts to analyze how authors use various structures, elements, and techniques to create effects. Students will also use close reading strategies to interpret texts and inform your writing.

# Course Catalog



## Accelerate to English 12 (Courseware Only)

Accelerate to English 12 is a short course designed to prepare students for success in English 12. It focuses on developing the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, structure, and language in their writing. Students will also compose brief analyses to demonstrate your understanding of the historical and cultural perspectives in these texts.

## Accelerate to North Carolina English I (Courseware Only)

Accelerate to North Carolina English I is a short course designed to prepare students for success in English I aligned to the North Carolina Standard Course of Study. It focuses on developing the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, structure, and language in their writing. Students will also practice close reading to interpret texts and provide support for written analysis.

## Accelerate to North Carolina English II (Courseware Only)

Accelerate to North Carolina English II is a short course designed to prepare students for success in English II aligned to the North Carolina Standard Course of Study. It focuses on the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, persuasive techniques, structure, and language in their writing. Students will also practice close reading to interpret texts and provide support for written analysis.

## Accelerate to North Carolina English III (Courseware Only)

Accelerate to North Carolina English III is a short course designed to prepare students for success in English III aligned to the North Carolina Standard Course of Study. It focuses on the reading and writing skills that will serve as the foundation for upcoming learning. Students will read literary and informational texts to analyze how authors use various structures, elements, and techniques to create effects. Students will also use close reading strategies to interpret texts and inform your writing.

## Accelerate to North Carolina English IV (Courseware Only)

Accelerate to North Carolina English IV is a short course designed to prepare students for success in English IV aligned to the North Carolina Standard Course of Study. It focuses on developing the reading and writing skills that will serve as the foundation for upcoming learning. Students will practice active reading strategies to analyze how authors use literary devices, structure, and language in their writing. Students will also compose brief analyses to demonstrate your understanding of the historical and cultural perspectives in these texts.

## Business English A/B

Business English is designed to strengthen students' ability to read and write in the workplace. Writing for business purposes is a main focus of the course. Students will learn how to communicate effectively through email and instant messaging, as well as format specific types of business messages and workplace documents. The role of digital media, visuals, and graphics in workplace communication will be explored. The importance of professionalism, ethics, and other positive skills are also emphasized in the course. Additionally, guidance is provided to help students through the process of searching, applying, and interviewing for a job.

## English 06 A/B

This course provides a strong foundation in grammar and the writing process. It emphasizes simple but useful composition and language mechanics strategies with multiple opportunities for modeling practical, real-world writing situations that will enable students to improve their written communication skills quickly. Through a variety of grade-appropriate reading selections, students develop a clear understanding of key literary genres and their distinguishing characteristics.

## English 07 A/B

English 7 integrates the study of writing and literature through the examination of a variety of genres. Students identify the elements of composition in the reading selections to understand their function and effect on the reader. Practice is provided in narrative and expository writing. Topics include comparison and contrast, persuasion, and cause and effect essays, as well as descriptive and figurative language. Lessons are supplemented with vocabulary development, grammar, and syntax exercises, along with an introduction to verbal phrases and research tools.

## English 08 A/B

Extends the skills developed in English 7 through detailed study of parts of sentences and paragraphs to understand their importance to good writing. Students also acquire study skills such as time management and improved test-taking strategies. Other topics include punctuation, word choice, syntax, varying of sentence structure, subordination and coordination, detail and elaboration, effective use of reference materials, and proofreading.



# Course Catalog



## English 09 A/B

English 9 v7.0 is a completely re-designed course that offers 100% alignment to Common Core State Standards for English Language Arts. In addition to an emphasis on alignment, the redesigned lessons are designed based on a clear thematic connection and build upon each other ensuring that standards are scaffolded and covered multiple times doing deeper with each lesson. Texts in this course are diverse, authentic, complex, and rich in length. Students encounter texts multiple times over the course of a unit digging deeper in theme and focus standards. Each lesson follows a clear instructional model mirroring that of the traditional tier-one lesson cycle: warm-up, direct teach with modeling, guided practice, independent practice, and closure. Instructional best practices are embedded throughout lessons such as close reading, modeling, and chunking. Features to support student mastery included guided notes and graphic organizers. Scaffolding pieces, such as Clarifying Big Ideas (CBI) lessons are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. These CBI lessons include additional modeling, student examples, and detailed explanations to ensure students internalize key concepts discussed in tutorials.

## English 09 with Augmented Reality

English 9 with Augmented Reality v6.0 is a completely new course built for and 100% aligned to the Common Core State Standards for English Language Arts. A balance of fiction and nonfiction texts are used throughout the course, and each unit is designed around a thematic concept to provide cohesiveness to the skills-based lessons and activities that make up the unit. The course intertwines the development of reading skills with the development of writing, speaking and listening, and language skills. Students can look forward to a course where the information is delivered in easy-to-digest chunks using student-friendly language, with assessments that are tightly aligned to the concepts and skills learned in the lesson. The course design reflects educator feedback about student engagement by featuring a variety of interactions, videos, and new student resources, such as worksheets and guided notes. Educators were also involved with writing activities and worksheets for this course. English 9 with Augmented Reality v6.0 reflects our commitment to standards alignment and putting the needs of educators and students first in all aspects of course design. This course also includes Augmented Reality activities in partnership with Boulevard Arts. The AR activities in this course are designed to immerse students in their English Language Arts learning while providing access to famous works of art for cross-curricular learning purposes.

## English 10 A/B

English 10 is a completely re-designed course that offers 100% alignment to the Common Core State Standards for English Language Arts. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners, and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. This new design offers learners multiple opportunities to experience the reading and writing connection via analysis tasks, and other opportunities to engage in research and experience writing across genres. Instructional best practices are embedded throughout lessons such as the close reading of texts and application of reading strategies. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. Scaffolding pieces, such as Clarifying Big Ideas (CBI) lessons, are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. These CBI lessons include additional modeling, student examples, and detailed explanations to ensure students internalize key concepts discussed in tutorials. This fresh new look and feel for the course was inspired by educator feedback. English 10 reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

## English 11 A/B

English 11A explores the relation between American history and literature from the colonial period through the realism and naturalism eras. English 11B explores the relation between American history and literature from the modernist period through the contemporary era and presents learners with relevant cultural and political history. Readings are scaffolded with pre-reading information, interactions, and activities to actively engage learners in the content. The lessons in both semesters focus on developing grammar, vocabulary, speech, and writing skills.

## English 12 A/B

In keeping with the model established in English 11, these courses emphasize the study of literature in the context of specific historical periods, beginning with the Anglo-Saxon and medieval periods in Britain. Each lesson includes tutorials and embedded lesson activities that provide for a more engaging and effective learning experience. Semester B covers the romantic, Victorian, and modern eras. End of unit tests ensure mastery of the concepts taught in each unit, and exemptive pretests allow students to focus on content that they have yet to master.

## North Carolina English I A/B

North Carolina English I A/B is a completely re-designed course that offers 100% alignment to the North Carolina Standard Course of Study for English Language Arts. A balance of fiction and nonfiction texts are used throughout the course, and each unit is designed around a thematic concept to provide cohesiveness to the skills-based lessons and activities that make up the unit. The course intertwines the development of reading skills with the development of writing, speaking and listening, and language skills. Students can look forward to a course where the information is delivered in easy-to-digest chunks using student-friendly language, with assessments that are tightly aligned to the concepts and skills learned in the lesson. The course design reflects educator feedback about student engagement by featuring a variety of interactions, videos, and new student resources, such as worksheets and guided notes. Educators were also involved with writing activities and worksheets for this course. North Carolina English I reflects our commitment to standards alignment and putting the needs of educators and students first in all aspects of course design.

# Course Catalog



## North Carolina English II A/B

North Carolina English II A/B is a completely re-designed course that offers 100% alignment to the North Carolina Standard Course of Study for English Language Arts. In addition to the emphasis on alignment, the new lessons in the course are designed to be shorter in length than lessons of previous versions, offering focused exploration of topics to make concepts more digestible for learners, and intentionally grouped to reinforce connections. Practice questions are included with each lesson, including technology-enhanced items and explanations to assist learners in their understanding of the concepts. This new design offers learners multiple opportunities to experience the reading and writing connection via analysis tasks, and other opportunities to engage in research and experience writing across genres. Instructional best practices are embedded throughout lessons such as the close reading of texts and application of reading strategies. New features to support student mastery include worksheets for practice and guided notes to help learners record key takeaways as they move through the tutorial. Scaffolding pieces, such as Clarifying Big Ideas (CBI) lessons, are included throughout the course to provide learners with opportunities to build on foundational skills as well as prepare for greater success by drawing learners' attention to common misunderstandings and articulating the big ideas that underpin learning. These CBI lessons include additional modeling, student examples, and detailed explanations to ensure students internalize key concepts discussed in tutorials. This fresh new look and feel for the course was inspired by educator feedback. North Carolina English II reflects our commitment to standards alignment and putting the needs of educators and learners first in all aspects of course design.

## North Carolina English III A/B

English 3A explores the relation between American history and literature from the colonial period through the realism and naturalism eras. English 3B explores the relation between American history and literature from the modernist period through the contemporary era, and presents learners with relevant cultural and political history. Readings are scaffolded with pre-reading information, interactions, and activities to actively engage learners in the content. The lessons in both semesters focus on developing grammar, vocabulary, speech, and writing skills.

## North Carolina English IV: College Prep A/B

North Carolina English 4: College Prep A/B explores the relationship between British history and literature from the Anglo - Saxon period. The course explores a variety of literary works, including the works of Charles Dickens and H. G. Wells. The lessons in this course present learners with relevant cultural and political history, and readings are scaffolded with pre-reading information, interactions, and activities to actively engage learners in the content. Analyses reinforce key concepts of the reading selections. It also explores the major types of nonfiction writing, including memoirs, personal essays, public essays, speeches, and narrative nonfiction. This course also introduces learners to elements of informational texts, such as purpose, opinion, bias, and persuasive techniques. Students will also study a variety of techniques to improve their reading comprehension, writing skills, grammar, and mechanics.

## Social Studies

### Civics

National Civics is a one-semester course offering seven units that cover topics including the origins of American government, the structure and function of our government, rights and responsibilities of citizens, the American federal system, political parties and the election process, basic economic principles, and current matters regarding domestic and foreign policy. The course includes a variety of unit and lesson activities that examine the history, culture, and economy of the nation that encourage research and reflection. In these activities, students will examine seminal documents and landmark Supreme Court cases in American political history, analyze changes in federal and executive power over time, explore the political election process and data related to recent voting trends, research and propose a public policy plan, as well as compare and contrast the functions of the national government with state and local governments. The course also prepares students to pass the civics portion of the USCIS Naturalization Test.

### Contemporary World A/B

The Contemporary World is a year-long course designed to strengthen learners' knowledge about the modern world. Multimedia tools including custom videos as well as videos from the BBC, custom maps, and interactive timelines will help engage learners as they complete this course. Learners will explore the importance of geography, the influence of culture, and the relationship humans have with the physical environment. They will also focus on the responsibility of citizens, democracy in the United States, U.S. legal systems, and the U.S. economy. Ultimately, learners will complete this course as global citizens with an understanding of how to help and better their community and the world.

### Economics

This course covers basic economic problems such as scarcity, choice, and effective use of resources. It also covers topics on a larger scale such as market structures and international trade. It particularly focuses on the US economy and analyzes the role of the government and the Federal Reserve System.

### Middle School U.S. History A/B

In Middle School U.S. History, learners will explore historical American events with the help of innovative videos, timelines, and interactive maps and images. The course covers colonial America through the Reconstruction period. Learners will develop historical thinking and geography skills, which they will use throughout the course to heighten their understanding of the material. Specific topics of study include the U.S. Constitution, the administrations of George Washington and John Adams, the War of 1812, and the Civil War.

# Course Catalog



## Middle School World History A/B

In Middle School World History, learners will study major historical world events from early human societies through to the present day. Multimedia tools including custom videos as well as videos from the BBC, custom maps, and interactive timelines will help engage learners as they complete this year-long course. They will explore the development of early humans and early civilizations. They will be introduced to the origins of major world religions, such as Hinduism and Buddhism. Also, learners will study the medieval period. Historical thinking and geography skills will be taught and utilized throughout the course.

## North Carolina American History 1 A/B

North Carolina American History 1 provides learners with a cohesive and connected learning experience. Research strongly supports the use of connections to increase learner achievement. The majority of lessons focus on a particular period in American history, analyzing the events, people, and social trends involved in how we view that time period. Some lessons instruct students on the process of historical inquiry and apply that process to high-level themes across the entire arc of American history.

## North Carolina American History 2 A/B

North Carolina American History 2 provides learners with a cohesive and connected learning experience. Research strongly supports the use of connections to increase learner achievement. The majority of lessons focus on a particular period in American history, analyzing the events, people, and social trends involved in how we view that time period. Some lessons instruct students on the process of historical inquiry and apply that process to high-level themes across the entire arc of American history.

## North Carolina American History A/B

North Carolina American History is a two-semester course aligned to the North Carolina Standards for American History. The course promotes the examination, analysis, and evaluation of important people and events in the history of the United States of America. The course also uses investigative questions to guide the examination and analysis of events. The content of the course is designed to promote understanding of the impacts historical events had on the numerous groups of diverse people who make up the United States. Clarifying Big Ideas (CBI) Lessons appear throughout the course to model critical thinking skills and strategies. These skills and strategies are woven throughout the lessons to allow students to practice using the skills in context. Activities further promote critical thinking about historical figures and encourage learners to analyze factors that impacted the decisions these figures made to shape the growth and development of the United States. The activities have learners analyze and evaluate primary and secondary sources, and have them form opinions while using evidence to support their opinions.

## North Carolina American History: Founding Principles, Civics & Economics A/B

The interactive, problem-centered, and inquiry-based units in North Carolina American History emphasize the acquisition, mastery, and processing of information. Units include study of the foundations of American government and the American political culture, with units 2 and 3 covering the U.S. constitution, including its roots in Greek and English law, and the various institutions that impact American politics.

## North Carolina World History A/B

In World History, learners will explore historical world events with the help of innovative videos, timelines, and interactive maps and images. Learners will develop historical thinking skills and apply them to their study of European exploration, the Renaissance the Reformation, and major world revolutions. They will also study World War I, World War II, the Cold War, and the benefits and challenges of living in the modern world.

## U.S. Government

The interactive, problem-centered, and inquiry-based units in U.S. Government emphasize the acquisition, mastery, and processing of information. Semester A units include study of the foundations of American government and the American political culture, with units 2 and 3 covering the U.S. constitution, including its roots in Greek and English law, and the various institutions that impact American politics.

## US History A/B

US History v3.0 is a two-semester course aligned to the principles of the C3 Framework. The course promotes the examination, analysis, and evaluation of important people and events in the history of the United States of America. The course also uses investigative questions to guide the examination and analysis of events. The content of the course is designed to promote understanding of the impacts historical events had on the numerous groups of diverse people who make up the United States. Clarifying Big Ideas (CBI) Lessons appear throughout the course to model critical thinking skills and strategies. These skills and strategies are woven throughout the lessons to allow students to practice using the skills in context. Activities further promote critical thinking about historical figures and encourage learners to analyze factors that impacted the decisions these figures made to shape the growth and development of the United States. The activities have learners analyze and evaluate primary and secondary sources, and have them form opinions while using evidence to support their opinions.

## World Geography A/B

In an increasingly interconnected world, equipping students to develop a better understanding of our global neighbors is critical to ensuring that they are college and career ready. These semester-long courses empower students to increase their knowledge of the world in which they live and how its diverse geographies shape the international community. Semester A units begin with an overview of the physical world and the tools necessary to exploring it effectively. Subsequent units survey each continent and its physical characteristics and engage students and encourage them to develop a global perspective.

# Course Catalog



## World History A/B

In World History, learners will explore historical world events with the help of innovative videos, timelines, and interactive maps and images. Learners will develop historical thinking skills and apply them to their study of European exploration, the Renaissance the Reformation, and major world revolutions. They will also study World War I, World War II, the Cold War, and the benefits and challenges of living in the modern world.

## World History Survey A/B

In World History Survey, learners will study major historical events from early human societies through to the present day. Multimedia tools including custom videos as well as videos from the BBC, custom maps, and interactive timelines will help engage learners as they complete this year-long course. Topics of study include early civilizations, world religions, the Renaissance, the World Wars, and the globalized world of today.

## Science

### Biology A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards for high school biology. Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the interdependence of ecosystems.

Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the [National Research Council \(2006, p. 3\)](#).

**Lab materials note:** Most hands-on labs employ relatively-common household materials. A few labs require specialized scientific equipment or materials, such as a microscope, slides, or biological samples. These few specialized labs are optional but provide valuable laboratory experience. School laboratories may be used for these specialized labs or single-student [Edmentum Lab Kits](#) may be purchased from Ward's Science. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

### Biology with Virtual Labs A/B

This inquiry- and virtual-lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards for high school biology. Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the interdependence of ecosystems.

Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a number of virtual lab activities in which students will exercise experimental design, data analysis, and data interpretation skills while working through a simulated laboratory situation.

**Lab materials note:** None of the virtual labs require specialized laboratory materials or tools. Some virtual labs do allow students to make use of common, household items—such as paper and a pencil—if they choose.

### Chemistry A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with high school chemistry along with additional concepts and standards typically included in a full-year high school chemistry course. Content topics include atoms and elements, chemical bonding, chemical reactions, quantitative chemistry, molecular-level forces, solutions, and energy and changes in matter.

It also addresses additional concepts and standards typically included in a full-year high school chemistry course, including molar concentrations, acid-base reactions, advanced stoichiometry, gas laws, and organic compounds. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the [National Research Council \(2006, p. 3\)](#).

**Lab materials note:** Most hands-on labs employ relatively-common household materials. A few labs require specialized scientific equipment or materials, such as an electronic balance (0.01g), graduated cylinders, test tubes, and chemical reagents. These few specialized labs are optional but provide valuable laboratory experience. School laboratories may be used for these specialized labs or single-student [Edmentum Lab Kits](#) may be purchased from Ward's Science. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

### High School Earth and Space Science A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards associated with high school Earth and space science. Content topics include scientific processes and methods, the universe, the Precambrian Earth, the Earth's materials and tectonics, the hydrosphere and atmosphere, and human interactions with the Earth's systems and resources.

Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the [National Research Council \(2006, p. 3\)](#).

**Lab materials note:** Most hands-on labs employ relatively-common household materials. A few labs require specialized scientific equipment or materials, such as an electronic balance (0.01g), graduated cylinders, and a water testing kit. These few specialized labs are optional but provide valuable laboratory experience. School laboratories may be used for these specialized labs or single-student [Edmentum Lab Kits](#) may be purchased from Ward's Science. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

# Course Catalog



## Integrated Physics & Chemistry A/B

The lessons in this course employ direct-instruction approaches. They include application and Inquiry-oriented activities that facilitate the development of higher-order cognitive skills, such as logical reasoning, sense-making, and problem solving.

**Lab materials note:** None of the virtual labs require specialized laboratory materials or tools. Some virtual labs do allow students to make use of common, household items—such as paper and a pencil—if they choose.

## North Carolina Biology A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets NGSS learning standards for high school biology. Content topics include cells, organ systems, heredity, organization of organisms, evolution, energy use in organisms, and the interdependence of ecosystems.

Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the [National Research Council \(2006, p. 3\)](#).

**Lab materials note:** Most hands-on labs employ relatively-common household materials. A few labs require specialized scientific equipment or materials, such as a microscope, slides, or biological samples. These few specialized labs are optional but provide valuable laboratory experience. School laboratories may be used for these specialized labs or single-student [Edmentum Lab Kits](#) may be purchased from Ward's Science. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

## North Carolina Chemistry A/B

This inquiry- and lab-based course is designed to support modern science curriculum and teaching practices. It robustly meets North Carolina Essential Standards for Chemistry associated with high school chemistry along with additional concepts and standards typically included in a full-year high school chemistry course. Content topics include atoms and elements, chemical bonding, chemical reactions, quantitative chemistry, molecular-level forces, solutions, and energy and changes in matter.

It also addresses additional concepts and standards typically included in a full-year high school chemistry course, including molar concentrations, acid-base reactions, advanced stoichiometry, gas laws, and organic compounds. Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the [National Research Council \(2006, p. 3\)](#).

**Lab materials note:** Most hands-on labs employ relatively-common household materials. A few labs require specialized scientific equipment or materials, such as an electronic balance (0.01g), graduated cylinders, test tubes, and chemical reagents. These few specialized labs are optional but provide valuable laboratory experience. School laboratories may be used for these specialized labs or single-student [Edmentum Lab Kits](#) may be purchased from Ward's Science. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

## North Carolina Earth & Environmental Science A/B

The North Carolina Earth and Environmental Science course covers the essential concepts of earth and space sciences. This course surveys basic physical sciences such as geology, biology, meteorology, oceanography, astronomy, botany, and physics and their impact on the earth. Students are guided to a better understanding of how the earth and the universe are structured.

Each lesson includes one or more inquiry-based activities that can be performed online within the context of the lesson. In addition, the course includes a significant number of hands-on lab activities. Approximately 40% of student time in this course is devoted to true lab experiences, as defined by the [National Research Council \(2006, p. 3\)](#).

**Lab materials note:** Most hands-on labs employ relatively-common household materials. A few labs require specialized scientific equipment or materials, such as an electronic balance (0.01g), graduated cylinders, and a water testing kit. These few specialized labs are optional but provide valuable laboratory experience. School laboratories may be used for these specialized labs or single-student [Edmentum Lab Kits](#) may be purchased from Ward's Science. Please refer to the Student Syllabus or Teacher's Guide for details on lab materials.

## North Carolina Occupational Applied Science A/B

In North Carolina Occupational Applied Science, students will learn the nature of scientific information while actively exploring several of science's major branches of knowledge. The course is designed to familiarize students with a number of essential concepts in the physical, life, environmental, and health sciences. Throughout the course, students are encouraged to apply their newly gained knowledge of scientific processes to aspects of their daily lives. In this manner, the course guides students to a firm understanding of science in a context that is never far from home.

## North Carolina Occupational Introductory Biology A/B

Students develop a clear understanding of the sometimes complex concepts at the root of life science. Course units cover genetics and evolution, cell structure, multiple units on the diversity of life and on plant structure and function. For example, the unit on cell structure and specialization drills down into mitosis, meiosis, and cancer and carcinogens.

## Physics A/B

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

**Lab materials note:** None of the virtual labs require specialized laboratory materials or tools. Some virtual labs do allow students to make use of common, household items—such as paper and a pencil—if they choose.

# Course Catalog



## Career & Technical Education

### 3D Modeling 1a: Introduction

Heart valves, cars, cartoons, and buildings may not seem to have much in common, but they all share one spectacular attribute: all originated as a 3D model. 3D modeling has changed the way the world makes things, and in this course, you'll learn the basics to begin creating in 3D! You'll learn how different 3D models are built and how to practice using a variety of modeling methods. By the end of the course, you'll walk away with a portfolio of your ingenious modeling ideas. 3D modeling is an essential part of the modern world and soon, you'll be able to contribute yourself!

*Note: This course has 8 units and is recommended to be taught over a single semester.*

### 3D Modeling 1b: Set the Scene

Many buildings that are rendered in the real world first are constructed in a digital 3D world that depicts the aesthetics, environment, and conditions of what will come to be. In this course, you will be introduced to the tools and techniques needed to create works of 3D art. You will bring your objects to life with color, textures, lighting, and shadow all while simulating the movement of world around. Are you ready to bring beautiful objects to life in a 3D world? Let's get started today!

*Note: This course has 8 units and is recommended to be taught over a single semester.*

### Advertising and Sales Promotion

What comes to mind when you think of 'marketing'? Perhaps a familiar television jingle plays in your head? Or maybe you think of those irritating sales phone calls? There's no denying the sheer magnitude and power of the marketing industry. Every year companies spend approximately \$200 billion promoting their products and services—and that's just in the United States alone! You may be familiar with being on the receiving end of marketing, but what's it like on the other side? In Advertising and Sales Promotions, you'll see how these marketing campaigns, ads, and commercials are brought to life and meet some of the creative folks who produce them. You'll learn about different marketing career opportunities and discover ways to be part of this exciting, fast-paced industry.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

### Agriscience 1: Introduction

The word "agriculture" often evokes images of farms, fields, and livestock, and while all of these representations are correct and essential, the field of Agriculture is so much more! In Agriscience I: Introduction, you'll explore how agriscientists play key roles in improving agriculture, food production, and the conservation of natural resources along with the technologies used to keep the field thriving. Are you ready to explore the diverse careers in agriscience and how you can prepare to positively impact the planet? Let's get growing!

*Note: This course has 8 units and is recommended to be taught over a single semester.*

### Agriscience 2: Sustaining Human Life

Have you ever strolled past a bright green cauliflower at the market and paused to ponder its unusual color? Ever wonder why "broccolini" is suddenly a thing? Well, if you find yourself curiously questioning these, and other, peculiar vegetables and wondering about the role of agriculture in the modern world, Agriscience II is for you. Learn how science and technology are revolutionizing our food supply and promoting innovative ways to produce healthy plant-based foods, such as developing better hybrids and growing edible plants in challenging places. Food is our most essential resource; see how plant science will change the face of eating in the 21st century and give us the knowledge to continually improve our green thumbs!

*Note: This course has 8 units and is recommended to be taught over a single semester.*

### Animation 1a: Introduction

Have you ever watched a cartoon or played a video game where the animation of characters captivated you so much you wanted to create your own? If so, it's time to immerse yourself in the world of animation. Meet the industry players such as directors, animators, and 3D modelers. Develop your story by exploring design, the 12 principles of animation, creating a storyboard, and leveraging the tools of the trade. Let's bring your story to life with animation!

*Note: This course has 8 units and is recommended to be taught over a single semester.*

### Animation 1b: Animating Your Creativity!

It's time to start animating like the pros! In this hands-on course, you'll immediately start exploring the software Blender, your gateway to 3D modeling, computer animation, and postproduction procedures used in the film industry. Discover 3D modeling and animation of characters. Explore the basics of human anatomy and form to apply rigging, joints, and texture. Examine rendering and lighting effects and how to apply sound. And discover careers so you can start using your new skills right away.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

### Artificial Intelligence

This one-semester course is focused on the history, applications, and innovations of artificial intelligence. Students will learn about intelligence agents, problem solving using search algorithms, knowledge representation, and reasoning in artificial intelligence. Students will also learn about the basic concepts of machine learning and natural language processing (NLP). Students will also learn about expert systems, computer vision and robotics.

This 12-lesson course also covers ethics and safety related to artificial intelligence. Online discussions and course activities require students to develop and apply critical thinking skills, while the included games appear in a variety of learning styles and keep students engaged.



# Course Catalog



## Astronomy 1a: Introduction

Ever wondered how the Earth developed and exists in the vastness of space? How do the scientific laws of motion and gravity play a role in its existence? Discover answers to these questions and explore the origin of the universe, the Milky Way, and other galaxies and stars, including the concepts of modern astronomy and the methods used by astronomers to learn more about the universe.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Astronomy 1b: Exploring the Universe

Building upon the prior prerequisite course, dive deeper into the universe and develop a lifelong passion for space exploration and investigation. Become familiar with the inner and outer planets of the solar system as well as the sun, comets, asteroids, and meteors. Additional topics include space travel and settlements as well as the formation of planets.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Biotechnology 1a: Introduction

Biotechnology is a cutting-edge, high-demand field that encompasses everything from plant and animal breeding to genetics. Discover how biotechnology has changed the world around us, from food to genetics. Explore historical applications with modern discoveries. Understand how regulations and ethics govern the course of biotechnology and learn of its importance to the field of medicine.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Biotechnology 1b: Unlocking Nature's Secrets

Building on the prior prerequisite course, expand your knowledge in the field of biotechnology. Explore the discovery of antibiotics and the concerns of antibiotic resistance while also examining the agricultural, pharmaceutical, and genetic applications of biotechnology. Finally, learn about the future of biotechnology to understand the depth and breadth of this field.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Careers in Criminal Justice 1a: Introduction

Most of us have watched a sensationalized crime show at one time or another, but do we really know how things work behind those dreaded prison bars? Do we really understand all the many factors in our justice proceedings? The criminal justice system is a very complex field that requires many seriously dedicated people who are willing to pursue equal justice for all. The Careers in Criminal Justice course illuminates what those different career choices are and how the juvenile justice system, the correctional system, and the trial process all work together to maintain social order. Find out more about what really happens when the television show ends and reality begins.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Careers in Criminal Justice 1b: Finding Your Specialty

Have you ever thought about a career as a police officer, an FBI or DEA agent, or any occupation that seeks to pursue justice for all? Careers in criminal justice can be found at local, county, state, and federal levels, and even in the private sector. Explore some of the various occupations in this field, while simultaneously learning how they interact with each other and other first responders. Discover various interviewing techniques to uncover the truth. Understand the importance of making ethical decisions, and how you need to keep your sense of right and wrong in check to be successful in this field.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Certified Nurse Aide A/B

The course is designed to enable students to learn the key skills and information that they need to work as certified nurse aides. The course will help students develop an understanding of the human body, physical and nutritional needs, mental health needs and teach them to provide culturally competent and quality care to clients in a safe and healthy environment. The course is based on the NNAAP Exam syllabus and is designed to prepare students to take the exam and become certified nurse aides.

The course has animations and videos that demonstrate key skills that students must acquire to work as nurse aides. The practice test at the end of the course gives students practice on the written exam that they'll need to give to become certified nurse aides.

## Coding 1a: Introduction to Programming

Have you ever wanted to create your own web page or wondered how your favorite websites were built? Maybe you want to know more about how computers and technology are affecting the world around us. In Coding 1a: Introduction to Programming, you will explore the role technology plays in our lives as well as study the fundamentals of computer science, review hardware and software, and learn how the internet functions. You will also discover how to create and build your own website using HTML and CSS and learn basic and complex commands and sequences as you become familiar with programming languages like JavaScript and Python Programming. This course also covers data collection methods, access rights, protocols, and security.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Coding 1b: Programming

Cultivate your understanding of programming languages and expand on your knowledge of website development. Learn the difference between web development and web application development as well as further explore Advanced Python, HTML, and JavaScript. You will also examine software engineering concepts, learn more about security, privacy, and ethics in technology, and explore the wide variety of careers in computing.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

# Course Catalog



## CompTIA A+ 220-1001

This course is focused on the exam objectives of CompTIA A+ 220-1001. Students will learn about computer hardware and networking, including concepts related to virtualization and cloud computing. Students will learn about mobile devices and their features. Students will learn how to identify and troubleshoot problems related to hardware, networking, printers, storage devices, and mobile devices.

Unit activities in the course help students to develop and apply critical thinking skills.

Animations and screenshot-based slideshows included in the lesson keep students engaged. Students can understand technical concepts easily.

Simulations provide students a real computer environment to practice various procedural steps. These simulations emulate the CompTIA A+ performance-based questions.

Practice test at the end of the course help students to practice questions that are parallel to the CompTIA A+ 220-1001 certification exam.

## CompTIA A+ 220-1002

This course is focused on the exam objectives of CompTIA A+ 220-1002. Students will learn about the features and tools in Windows, Mac/Linux, and mobile operating systems. Students will learn about security, cloud computing, and operational procedures. Students will also learn how to use remote access tools and identify and troubleshoot problems related to operating systems, security, and mobile applications.

Unit activities in the course help students to develop and apply critical thinking skills.

Animations and screenshot-based slideshows included in the lesson keep students engaged. Students can understand technical concepts very easily.

Simulations provide students a real computer environment to practice various procedural steps. These simulations emulate the CompTIA A+ performance-based questions.

Practice test at the end of the course help students to practice questions that are parallel to the CompTIA A+ 220-1002 certification exam.

## CompTIA Network+ Certification (N10-007)

This course is a two-semester course focused on the exam objectives of CompTIA Network+ certification N10-007. Students will learn about the types of networks, network topologies, the Open Systems Interconnection (OSI) model, Internet protocol addresses, routing, and switching. Students will learn about wireless technologies, virtualization, cloud concepts, and network services. Students will learn about network cables, connectors, network devices, network storage technologies, and wide area networks. Students will learn about network documentation, network monitoring, and remote access methods. Students will learn about business continuity, disaster recovery methods, physical and logical security methods. Students will learn how to secure a wireless network. Students will also learn about network attacks, and various device hardening and mitigation techniques. Finally, students will learn how to troubleshoot issues related to wired connectivity, wireless connectivity, and network services.

Unit activities in the course help students to develop and apply critical thinking skills. Animations included in the lesson keep students engaged.

Students can understand technical concepts very easily. Simulations provide students a real computer environment to practice various procedural steps. These simulations emulate the CompTIA Network+ performance-based questions.

Practice Test at the end of the course help students to attempt questions that are similar to CompTIA Network+ certification N10-007 exam.

## Computing for College and Careers 1a: Introduction

Technology has made an impact on nearly all facets of our lives, and it will continue to make an impact on yours as you make your way into college and career! In this course, you are going to pull back the veil on what goes into some of the technology we use every day. You will investigate computer hardware and software and learn what goes into building a computer while exploring programs and applications, you'll study the history of the internet and how to use its capabilities even more effectively, and you'll also dive deep into email and some of today's most powerful processing tools. Get ready to really know the technology you have at your fingertips so you can continue to make it work for you!

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Concepts of Engineering and Technology

What if you could do the impossible? Engineers understand a lot of things, but the word impossible definitely isn't one of them. Through Concepts of Engineering and Technology, you'll learn how the momentum of science is continually propelling engineers in new directions towards a future full of insight and opportunity. This course explores the different branches of engineering and how problem-solving, sketching, collaboration, and experimentation can change the very fiber of our human lives. This ever-increasing knowledge can also lead to serious ethical dilemmas and the need to discuss where the boundaries of science lie (or even if there should be boundaries). By examining astounding engineering feats and complex ongoing issues, you, too, will begin to question whether the word impossible really exists.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Cosmetology 1: Cutting Edge Styles

We all want to look our best, but did you know there is actually a science behind cutting your hair and painting your nails? In Cosmetology: Cutting-Edge Styles, you will learn all about this often entertaining field and how specialized equipment and technology are propelling our grooming into the next century. Just like all careers, cosmetology requires certain skills and characteristics, all of which are thoroughly explored in this course. You will learn about various beauty regimes related to hair, nails, skin, and spa treatments, and discover how to create your own business model quickly and efficiently while still looking fabulous, of course!

*Note: This course has 10 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*



# Course Catalog



## Cosmetology 2: The Business of Skin and Nail Care

Helping people put their best face forward is a growing, vibrant industry which needs skilled and personable professionals well-versed in the latest trends and technological advances. In Cosmetology 2: The Business of Skin and Nails, experience what the day-to-day life of a cosmetologist is like. You will discover that cosmetology is much more than knowing and applying techniques. Additionally, you will explore skin care and facials, learn how to give manicures and pedicures and how to apply artificial nails, and gain an understanding of different hair removal techniques. Discover the next steps towards launching a rewarding and creative career in cosmetology.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Cosmetology 3a: Introduction to Hair Skills

Cosmetology is a specialized field with a high skill set. Students taking this course will be exposed to the complexities of cosmetology by learning to perform a hair, scalp, and skin analysis. Students will also learn about hair types, face shapes, and color theory. Finally, to effectively prepare students for a career in cosmetology, color techniques with an emphasis on salon and chemical safety is examined.

*Note: This course has 4 units and is recommended to be taught over a single semester.*

## Cosmetology 3b: Waving, Coloring, and Advancing Hair Skills

Building on the prior prerequisite course, students will delve into the realm of hairstyling and cutting techniques. Students will explore varieties of wigs, extensions, and hairpieces, while also developing knowledge about shampooing and conditioning. Manual curling and the use of chemicals to curl and straighten hair are highlighted in this course as well as safety when working with chemicals. Students can expect to be well versed with a plethora of hair skills upon completion.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Criminology: Inside the Criminal Mind

Understanding the criminal mind is not easy. Why do certain people commit horrible acts? Can we ever begin to understand their reasoning and motivation? Perhaps. In Criminology: Inside the Criminal Mind, you will be given the rare opportunity to climb inside the mind of a criminal and examine the ideas and motivations at work. The mental state of a criminal can be affected by many different aspects of life-psychological, biological, sociological-all of which have differing perspectives and influences. You will investigate not only how these variables affect the criminal mind but also how the criminal justice system remains committed to upholding the law through diligence and an uncompromising process.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Culinary Arts 1a: Introduction

Thinking of a career in the food service industry or looking to develop your culinary skills? This introductory course will provide you with basic cooking and knife skills while preparing you for entry into the culinary world. Discover the history of food culture, food service, and global cuisines while learning about food science principles and preservation. Finally, prepare for your future by building the professional, communication, leadership, and teamwork skills that are crucial to a career in the culinary arts.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Culinary Arts 1b: Finding Your Palate

Did you know that baking is considered a science? Discover how to elevate your culinary skills through the creation of stocks, soups, sauces, and learn baking techniques. Examine sustainable food practices and the benefits of nutrition while maintaining taste, plating, and presentation to truly wow your guests. Explore careers in the culinary arts for ways to channel your newfound passion!

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Culinary Arts 2: Baking, Pastry, and More!

Whether you aspire to be a world-class chef or just want to learn the skills needed to create your own dishes, Culinary Arts 2 will help you build a strong foundation and grow your knowledge of this exciting industry. In this course, you will explore baking and desserts, learn how to prepare proteins, and study nutrition and safety in the kitchen. You will also enhance your understanding of sustainability in the food industry, learn to prepare meals from a global perspective, and dissect the business of cooking, from managing a kitchen to successfully running a catering company. Discover the delights that await you on this delicious culinary adventure!

*Note: This course has 12 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

## Cybersecurity 1a: Foundations

We depend more and more on the technologies we interact with every day, and we put more and more of our personal data out there online. Can all of that data really be kept "secret"? We all need to know more about how to protect our personal information, especially given how much we rely on and use our network devices and media. You'll learn about the various parts of your computer, how they work together, and how you can manipulate them to keep your data safe. You'll also dive into the tools, technologies, and methods that will help protect you from an attack and discover the many opportunities in the rapidly growing field of cybersecurity.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

# Course Catalog



## Cybersecurity 1b: Defense Against Threats

Ever wonder what it's like to be a hacker? Or think about who is trying to steal your passwords while you're shopping online using the free Wi-Fi at your local coffee shop? Unmask the cybersecurity threats around you by understanding hackers and identifying weaknesses in your online behavior. Learn to avoid the various types of cyber attacks, including those to your social media accounts, and to predict the potential legal consequences of sharing or accessing information that you do not have rights to. Dig into these crimes in depth by taking a look at cyber forensics and other cybersecurity careers. In a world where such threats have no boundaries, cybersecurity will undoubtedly play an increasingly larger role in our personal and professional lives in the years to come.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Digital Photography 1a: Introduction

Have you wondered how professional photographers manage to capture that perfect image? Gain a better understanding of photography by exploring camera functions and the elements of composition while putting theory into practice by taking your own spectacular shots! Learn how to display your work for exhibitions and develop skills important for a career as a photographer.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Digital Photography 1b: Creating Images with Impact!

Building on the prior prerequisite course, further develop your photography skills by learning more professional tips, tricks, and techniques to elevate your images. Explore various photographic styles, themes, genres, and artistic approaches. Learn more about photojournalism and how to bring your photos to life. Using this knowledge, build a portfolio of your work to pursue a career in this field!

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Digital Photography 2: Discovering Your Creative Potential

In today's world, we are surrounded by images. We are continually seeing photographs as they appear in advertisements, on websites, in magazines, and on billboards; they even adorn our walls at home. While many of these images have been created by professional photographers, it is possible for your photos to take on a more professional look after you discover how to increase your creative potential. In Digital Photography II: Discovering Your Creative Potential, you will examine various aspects of the field including specialty areas, ethics, and famous photographers throughout history. You will also learn how to effectively critique photographs so you can better understand composition and go on to create more eye-catching photographs on your own.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Early Childhood Education 1a: Introduction

Are you curious to see what it takes to educate and nurture early learners? Use your curiosity to explore the fundamentals of childcare, like nutrition and safety, but also the complex relationships caregivers have with parents and their children. Examine the various life stages of child development and the best educational practices to enrich their minds while thinking about a possible future as a childcare provider!

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Early Childhood Education 1b: Developing Early Learners

Discover the joys of providing exceptional childcare and helping to develop future generations. Learn the importance of play and use it to build engaging educational activities that build literacy and math skills through each stage of childhood and special need. Use this knowledge to develop your professional skills well suited to a career in childcare.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Entrepreneurship 1a: Introduction

Starting a business is more than just having a good idea. Successful entrepreneurs know how to use and apply fundamental business concepts to turn their ideas into thriving businesses. Explore topics such as identifying the best business structure, business functions and operations, finance, business laws, regulations, and more! If you have ever dreamed of making a business idea a reality, take the time to establish a solid foundation of business skills to make your business dreams come true!

*Note: This course has 10 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

## Entrepreneurship 1b: Make Your Idea a Reality

You have the business idea; now it's time to go from dream to reality. Throughout this course, you'll explore different topics representing the major parts of a business plan, such as risk, hiring, pricing, marketing, and more. By completing activities, you'll create a viable document you can use to help you start your business by the end of the course. Let's bring your dream to life!

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Fashion Design

Are you a fashion trend follower? Are you drawn to how designers have pulled together fabrics and colors to create memorable pieces? Do you dream of designing your own line of clothing or accessories? Learn what it takes to get started in the fashion industry, from the careers available to new technology and trends reshaping the industry every day. Start creating!

*Note: This course has 8 units and is recommended to be taught over a single semester.*

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## Food Handler and Food Manager Certifications

The Food Handler and Food Manager Certifications course helps students learn what they need to know to be successful in the National Restaurant Association (NRA) ServSafe® Food Handler and Manager Certification exam. The five units of the course arm students with the knowledge and skills to provide safe food to customers as a food handler or a food manager. Key topics include the principles of food safety, hygiene practices, time and temperature control, food procedures from initial purchasing to final serving, procedures for cleaning and sanitizing, and food service inspection protocols.

## Forensic Science 1: Secrets of the Dead

Fingerprints. Blood spatters. Gunshot residue. If these things intrigue you rather than scare you, Forensic Science I: Secrets of the Dead may be for you. This course offers you the chance to dive into the riveting job of crime scene analysis. Learn the techniques and practices applied during a crime scene investigation and how clues and data are recorded and preserved. You will better understand how forensic science applies technology to make discoveries and bring criminals to justice as you follow the entire forensic process – from pursuing the evidence trail to taking the findings to trial. By careful examination of the crime scene elements, even the most heinous crimes can be solved.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Forensic Science 2: More Secrets of the Dead

Every time a crime is committed, a virtual trail of incriminating evidence is left behind just waiting to be found and analyzed. In Forensic Science II: More Secrets of the Dead, you'll learn even more about the powerful science of forensics and how it has changed the face of crime and justice in our world. You will learn some basic scientific principles used in the lab, such as toxicology, material analysis, microscopy, and forensic anthropology, and find out how scientists use everything from insects to bones to help them solve crimes. Discover how advanced techniques and methodical processes can lead to catching even the craftiest criminal. The best way to battle crime these days is not with a weapon, but with science.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Forensics: The Science of Crime

We watch with interest as crime scenes are dramatized on television and in film, and sit on the edge of our seat as various members of the justice system solve the most baffling cases. But what about the science behind the crime? Forensics: The Science of Crime explores the role science and technology plays in this fascinating and growing career. In this course, you'll learn the specialized skills and techniques used during a crime scene investigation and how evidence and data is expertly collected, preserved, and analyzed. With a strong focus on the innovative science used in the field as well as participation in interactive activities, you will follow the entire forensic process – from examining evidence to taking the findings to trial – and learn how the professionals are utilizing science to bring criminals to justice.

*Note: This course has 12 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

## Forestry and Natural Resources

Whether you are a treehugger or not, everyone loves the beauty and serenity of a healthy forest. Our precious woodland species not only supply us with aesthetic beauty but also play a valuable role in nature. Trees uphold a great deal of our wildlife's ecosystem while providing us humans with needed lumber, paper products, and even food. But these forests cannot protect themselves and depend greatly on humans for conservation. In Introduction to Forestry and Natural Resources, you will learn more about this meaningful relationship and how environmental policy, land use, water resources, and wildlife management all factor into current forestry issues. After better understanding these variables and how they affect the majesty of our forests, you may just be hugging these gentle giants after all.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Foundations of Green Energy

This is a two-semester CTE course for high school students who want to understand the rapidly growing and evolving energy field, with special emphasis on electrical energy and on new and emerging energy technologies. The course is designed to address state standards in the Energy and STEM domains as well as the Energy Industry Fundamentals Certificate Program (EIFCP) standards developed by the Center for Energy Workforce Development (CEWD). Unit topics include the energy industry; energy science and efficiency; electrical generation, transmission, and distribution; conventional, alternative, and emerging energy sources; health, safety, and security issues; and energy careers and pathways, from entry level to professional.

## Great Minds in Science: Ideas for a New Generation

Sometimes there are simply more questions than answers. Does life exist on other planets? How extreme is the human ability to survive? Will the issue of global warming ever be solved? Today, scientists, explorers, and writers are working to answer such questions by using extensive inquiry to find innovative solutions. Similar to such famous minds from history as Edison, Einstein, Curie, and Newton, the scientists of today are finding ways to revolutionize our lives and the world. Great Minds in Science: Ideas for a New Generation takes an in-depth look at the extraordinary work of these individuals and demonstrates how their ideas may very well shape the world of tomorrow.

*Note: This course has 10 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

# Course Catalog



## Health Science 1: The Whole Individual

We know the world is filled with different health problems and finding effective solutions is one of our greatest challenges. How close are we to finding a cure for cancer? What's the best way to treat diabetes and asthma? How are such illnesses as meningitis and tuberculosis identified and diagnosed? Health Sciences I: The Whole Individual provides the answers to these questions and more as it introduces you to such health science disciplines as toxicology, clinical medicine, and biotechnology. Understanding the value of diagnostics and research can lead to better identification and treatment of many diseases, and by learning all the pertinent information and terminology you can discover how this amazing field will contribute to the betterment of human life in our future.

*Note: This course has 10 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

## Health Science 2: Patient Care and Medical Services

Are you looking for a job that's challenging, interesting, and rewarding? These three words describe many of the different careers in health care, and Health Sciences II: Patient Care and Medical Services will show you how to become part of this meaningful vocation. Promoting wellness, communicating with patients, and understanding safety in the workplace are just a few of the essential skills you will learn, all the while becoming familiar with some of the more prominent areas in the field, such as emergency care, nursing, infection control, and pediatrics. You'll learn about some of the inherent challenges faced by this age-old profession and how you can become a significant part of the solution.

*Note: This course has 10 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

## Health Science: Nursing

The demand for nurses has never been higher! Learn what it takes to become a nurse, pursue a career, and understand the practice of nursing and the healthcare system. With a strong focus on patient care, you'll explore safety, communication and ethics, relationship building, and how to develop wellness strategies for your patients. From emergency to rehabilitative care, to advances and challenges in the healthcare industry, discover how you can launch a fulfilling career providing care to others.

*Note: This course has 12 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

## Health Science: Public Health

What is public health? Who decides which diseases get funding and which do not? What are the reasons for health inequality? Study both infectious and non-communicable diseases as well as learn how we conquer these on a community and global level through various methods, including proper hygiene, sanitation, and nutrition. Explore the role of worldwide current and future technologies and the ethics and governance of health on a global scale, and discover unique career opportunities you can pursue to make a difference.

*Note: This course has 12 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

## High School Career Discovery

Your future career is likely something you've dreamed about since you were a child. Now it's time to turn that dream into a reality! In this course, you will explore your own strengths, interests, and preferences and use that information to uncover the best career for you! You will explore 17 career clusters, learn about the skills needed to work in different industries, and choose a path to pursue. You'll build a plan to get you from high school to your first day on the job, and craft a strong portfolio to land your perfect job. You've dreamed about your future career. Now it's time to create a plan and turn that dream into a goal!

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Hospitality & Tourism 1: Traveling the Globe

Think about the best travel location you've ever heard about. Now imagine working there. In the 21st century, travel is more exciting than ever, with people traversing the globe in growing numbers. Hospitality and Tourism: Traveling the Globe will introduce you to a thriving industry that caters to the needs of travelers through managing hotels, restaurants, cruise ships, resorts, theme parks, and any other kind of hospitality you can imagine. Operating busy tourist locations, creating marketing around the world of leisure and travel, spotting trends, and planning tasteful events are just a few of the key aspects you will explore in this course as you locate your own career niche in this exciting field.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Hospitality and Tourism 2a: Hotel and Restaurant Management

If you love working with people, a future in hospitality may be for you. In Part 1 of Hospitality and Tourism 2: Hotel and Restaurant Management, you will learn about what makes the hotel and restaurant industries unique. Learn about large and small restaurants, boutique and resort hotels, and their day-to-day operations. Evaluate the environment for these businesses by examining their customers and their competition. As well, you will discover trends and technological advances that makes each industry exciting and innovative. In Part 1, you can explore a variety of interesting job options from Front Desk and Concierge services to Maître d and food service.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

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## Hospitality and Tourism 2b: Hotel and Restaurant Management

Take the next steps towards an exciting and fast-paced career with Hospitality and Tourism 2b: Hotel and Restaurant Management. Build on the skills you learned in 2a and delve deeper into one of the fastest growing industries in North America. You'll learn how to open and run your own hotel or restaurant, while reviewing the laws, regulations, and financial structure that constitute restaurant operations. Hone your management, communication, and leadership skills and explore the HR policies and processes that will help guide you to source the right talent for your business. You will also learn the importance of how to market your hotel or restaurant through networking, technology, and social media.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Human and Social Services 1: Introduction

Those working in the field of social services are dedicated to strengthening the economic and social well-being of others and helping them lead safe and independent lives. In Human & Social Services, you will explore the process of helping, body, mind, and family wellness, and how you can become a caring social service professional. If you are interested in an emotionally fulfilling and rewarding career and making a difference in the lives of others, social and human services may be the right field for you.

*Note: This course has 12 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

## Human Geography: Our Global Identity

Modern humans have been roaming the earth for about 200,000 years. How do the places we live influence the way we live? How do geography, weather, and location relate to our customs and lifestyles? In Human Geography: Our Global Identity, you will explore the diverse ways that different people have physically influenced the world around them and how they, in turn, are changed by their surroundings. Discover how beliefs and ideas spread through time, shaping and changing the cultures they encounter. In this course, you'll gain tremendous insight into human geography and begin to better understand the important relationship between humans and their environments.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Interior Design

Do you have a flair for designing and decorating? If so, then let's learn how to turn your interests and skills into a career. Explore color, texture, trends, and styles over time, how homes are built, and "green" options for homes and businesses. Interior designers do it all—from planning the color scheme to choosing furniture and light fixtures—with the end goal of creating a space where people can live or work comfortably, safely, and happily.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## International Business: Global Commerce in the 21st Century

Imagine meeting with suppliers at an office in Europe while calling your salesroom that's back in Asia. Imagine investing in foreign markets and visiting partners in exotic locales. With the evolution of current technology, our world is more connected than ever before, and the business community today is larger than ever. International Business: Global Commerce in the 21st Century will demonstrate just how you can gain the knowledge, skills, and appreciation to live and work in the global marketplace. You will begin to understand how both domestic and international businesses are affected by economic, social, cultural, political, and legal factors and what it takes to become a true manager of a global business in the 21st century.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Journalism 1a: Introduction

Does your curiosity lead you to the heart of the matter? Channel this curiosity into developing strong writing, critical thinking, and research skills to perform interviews and write influential pieces, such as articles and blog posts. Learn about the evolution of journalism and its ethics, bias, and career directions to forge your path in this field.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Journalism 1b: Investigating the Truth

Journalists are asked to tell the world a story every single day—and their job is, to tell the truth. Learn how to choose a topic, structure your story, research facts, hone your observational skills, and write an article following journalism tradition. Go beyond the print world and discover how journalism can lead to exciting careers that will put you right in the action.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Law & Order: Introduction to Legal Studies

Imagine if there were no laws and people could do anything they wanted. It's safe to say the world would be a pretty chaotic place! Every society needs some form of regulation to ensure peace in our daily lives and in the broader areas of business, family disputes, traffic violations, and the protection of children. Laws are essential to preserving our way of life and must be established and upheld in everyone's best interest. In Law and Order: Introduction to Legal Studies, you'll delve deeper into the importance of laws and consider how their application affects us as individuals and communities. Through understanding the court system and how laws are actually enacted, you will learn to appreciate the larger legal process and how it safeguards us all.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

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## Life Skills: Navigating Adulthood

What do you want out of life? How do you achieve your dreams for the future? These can be difficult questions to answer, but with the right tools, they don't have to be. This course will encourage you to learn more about yourself and help you to prepare for the future. You will explore goal setting, decision making, and surviving college and career. You will also discover how to become a valuable contributing member of society. Now is the time to take action. It's your life, make it count!

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Manufacturing: Product Design and Innovation

Think about the last time you visited your favorite store. Now picture the infinite number of products you saw. Have you ever wondered how those things made it to the shelves? Whether it's video games, clothing, or sports equipment, the goods we purchase must go through a manufacturing process before they can be marketed and sold. In Introduction to Manufacturing: Product Design and Innovation, you will learn about different types of manufacturing systems as well as career opportunities, including engineers, technicians, and supervisors. As a culminating project, you will plan your own manufacturing process and create an entirely original product! If you thought manufacturing meant mundane assembly lines, this course will show you how exciting, creative, and practical this industry can be.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Marine Science: Secrets of the Blue

Have you ever wondered about the secrets of the deep, and how the creatures below the ocean's surface live and thrive? It is truly a new frontier of discovery, and in Marine Science you will begin to better understand the aquatic cycles, structures, and processes that generate and sustain life in the sea. Through the use of scientific inquiry, research, measurement, and problem solving, you will conduct various scientific procedures that will lead to an increased level of knowledge about Marine Science. You will also have the opportunity to use technology and laboratory instruments in an academic setting. By recognizing the inherent ethics and safety procedures necessary in advanced experiments, you will become progressively more confident in your abilities as a capable marine scientist.

*Note: This course has 10 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

## Military Careers: Introduction

Most of us have seen a war movie; maybe it had a hotshot aviator or a renegade private or a daring Special Forces operative. But outside of these sensationalized portrayals, do you really understand how the military works or what it can do for you? The military offers far more career diversity than most people imagine, and Introduction to Military Careers will provide the information you need to gain a broader understanding of how to find the right fit. You will learn about the five military branches— Air Force, Army, Coast Guard, Marines Corps, and Navy—and examine which jobs you might like to pursue. From aviation, to medicine, to law enforcement, the military can be an outstanding place to achieve your dreams in a supportive and well-structured environment.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## National Security

Do you know what it takes to keep an entire nation safe? It not only requires knowledge of how to handle disasters, but it also demands a cool head and tremendous leadership abilities. In National Security, you will have the opportunity to learn about the critical elements of the job, such as evaluating satellite information, analyzing training procedures, assessing military engagement, preparing intelligence reports, coordinating information with other security agencies, and applying appropriate actions to various threats. Put yourself in the position of the country's decisive leaders and develop your own knowledge base and skill set necessary to meet the requirements of our nation's most demanding career.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Networking Fundamentals

This course is a two-semester course focused on the concepts of networking. Students will learn about careers in networking and employability skills required for a career in networking. Students will learn about the types of networks, network topologies, the Open Systems Interconnection (OSI) model, Internet protocol addresses, and Internet of Things (IoT) technologies. Students will learn about networking devices, cables, media, and connectors. Students will learn to set up a small wired network. Students will learn about network security threats and preventive measures to secure a network. This course also covers network planning, administration, troubleshooting, and maintenance. Students will learn about wireless networking standards and access methods. Students will learn to set up and secure a wireless network. Students will learn about virtual private networks and cloud computing. Students will also learn to troubleshoot issues related to wired and wireless networks.

Unit activities in the course help students to develop and apply critical thinking skills.

Animations included in the lesson keep students engaged. Students can understand technical concepts very easily.

Simulations provide students a real computer environment to practice various procedural steps.

## Nutrition and Wellness

To keep our body and our mind running like finely tuned machines, we need to use the right fuel. For humans, that means nourishing our bodies with the right foods. In this course, you'll explore how food affects essential aspects of your life from your weight to how you age to how well you think. You'll also examine how outside influences- family, peers, and the media- can affect your diet and your perception of food and how to set yourself up for nutritional success. Are you interested in a career in holistic wellness? Start your health journey now with Nutrition and Wellness.

*Note: This course has 8 units and is recommended to be taught over a single semester.*



# Course Catalog



## Peer Counseling

Are you the person that people come to for advice? Does it seem that your friends always talk to you about their problems? If so, Peer Counseling may be the perfect course for you. It offers ways for you to explore this valuable skill and better understand how it can make a difference in the lives of others. Helping people achieve their personal goals is one of life's most rewarding experiences, and Peer Counseling will show you the way to provide support, encouragement, and resource information. Learn how to observe others as a Peer Counselor as you carefully listen and offer constructive, empathic communication while enhancing your own communication skills.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Personal and Family Finance

We all know money is important in life. But how important? In fact, the financial decisions you make today may have a lasting effect on your future. Rather than feeling anxious about money feel empowered by learning how to make smart decisions! Personal and Family Finance will begin the conversation around how to spend and save your money wisely, investing in safe opportunities and the days ahead. Learning key financial concepts around taxes, credit, and money management will provide both understanding and confidence as you begin to navigate your own route to future security. Discover how education, career choices, and financial planning can lead you in the right direction to making your life simpler, steadier, and more enjoyable.

*Note: This course has 10 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

## Personal Psychology 1: The Road to Self-Discovery

Have you ever wondered why you do the things you do? Have you asked yourself if self-knowledge is the key to self-improvement? Are you interested in how behavior changes as we age? Psychology can give you the answers! In Personal Psychology I: The Road to Self-Discovery, you will trace the development of personality and behavior from infancy through adulthood. You will come to learn more about perception and consciousness and better understand the role of sensation. Are you ready to explore the world of human behavior? Come explore all that psychology can offer to help you to truly understand the human experience.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Personal Psychology 2: Living in a Complex World

Why do you sometimes remember song lyrics but can't remember where you left your phone, your keys, or even your shoes? How does language affect the way we think? Why is your personality so different from (or so similar) your brother's or sister's personality? Personal Psychology II: Living in a Complex World will you to explore what makes you 'you'. Why do some things motivate you more than others? How can you determine your IQ? If you've ever wanted to dive right into the depths of who you are and how you got to be you, jump on board and start your exploration now!

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Principles of Agriculture, Food and Natural Resources

Did you know that the world's population could be as high as 11 billion people by the year 2050? And certainly, as our population is growing, so too are our food needs. Even today, millions of people around the world experience hunger. How can we balance growing populations and keeping everyone fed? This is where the importance of agriculture, food, and natural resources comes in! Through the study of Principles of Agriculture: Food and Natural Resources, you will gain a stronger sense of how food ends up on the plate and how we can maximize the foods and natural resources the earth provides. You'll learn more about agriculture's history, animal husbandry, plant science, and natural resources, and you'll be better prepared for your part in sustaining the world.

*Note: This course has 10 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

## Principles of Architecture and Construction A/B

This interactive course empowers students with the knowledge to appreciate and evaluate career opportunities in architecture and construction. With an emphasis on developing critical thinking skills, this one-semester course includes a variety of activities as students learn about structures and loads, materials and costs, urban design, and other aspects of these fascinating career opportunities. This easy-to-manage course will help build a solid foundation for their career options.

## Principles of Public Service: To Serve & Protect

Ambulances scream along, heading toward those in need. But who makes sure someone is there to answer the 9-1-1 call? When you take a pill, who has determined that drug is safe for the public? All of these duties are imperative to our comfort and success as a society. Public service is a field that focuses on building a safe and healthy world, and in Principles of Public Service: To Serve and Protect you will be introduced to its many different career choices. The protection of society is not only one of our greatest challenges, but it also provides ways for people to work together to ensure safety and provide indispensable services. If you have ever contemplated being one of these real-life heroes, now is the time to learn more!

*Note: This course has 10 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

## Public Speaking 1a: Introduction

Do you strive to gain more confidence when speaking in front of people? Learn techniques from famous speakers throughout history while learning what it takes to make a great speech. Develop skills that will serve you well throughout your career and personal life.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

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## Public Speaking 1b: Finding Your Voice

Bring your speeches to life by learning about body language, vocal, and other techniques. Learn about logic and reason while gaining the confidence to help create and deliver great presentations and speeches. You will also critically examine your speeches and presentations and those of others to improve upon your in-person and virtual presentation skills.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Real World Parenting

Do you love children? Maybe you dream of being a parent someday. But perhaps you are also asking yourself, just how, exactly, do you learn to parent? Learning how to care for children while teaching them confidence and accountability is not an easy feat. In Real-World Parenting, you'll learn that being a parent is much more than simply feeding, bathing, and protecting a child. Creating a positive environment, nurturing, fostering education, and serving as a role model are all critical aspects as well. You'll learn how to be a positive force in the development of your future children as well as others around you.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Renewable Technologies: Introduction

Cars that run on used vegetable oil. Electricity produced from your garbage. A windmill made from spare bicycle parts that pumps water to crops. Energy is life. So, how do we address the world's growing concerns about energy sources? Where will it come from in the future? How can energy be something sustainable, renewable, and accessible? Introduction to Renewable Technologies begins to uncover the development of new energy technologies and explores how recent approaches to generating, storing, and creating this precious resource have evolved. By gaining a larger understanding of this challenge, we, as thoughtful people, can implement real change and unlock the solution needed for a safer, cleaner, and more enduring world.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Restaurant Management

Have you ever dreamed of running your own eatery? Maybe you've thought of collaborating with a famous chef to create an unforgettable dining experience? What goes on behind the restaurant dining room is a very different world than what goes on out front and really determines the success or failure of an establishment. Restaurant Management will show you exactly what's needed to run a successful restaurant, including ordering supplies, hiring quality workers, maintaining inventory, and managing a large staff. Understanding such concepts as food safety, hygiene, customer relations, marketing, and using a point-of-sale system are crucial to being an effective restaurateur. Whether you are hoping to operate a casual sit-down eatery, oversee a fine dining establishment, or buy a food franchise, this course is the perfect first step.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Robotics I A/B

This two-semester course is focused on the concepts related to robots and how to construct a robot. Students will learn about the history and applications of robotics. Students will learn about the job opportunities and employability skills in the field of robotics. Students will also learn about the basic concepts of six simple machines, electricity, electronic circuits, Boolean algebra, magnetism, and their applicability to robotics. Students will apply safety procedures and construct a simple robot. Students will also learn about project management and engineering design process. Students will learn about the programming languages used in robotics. Students will create a simple robotic arm. Students will also construct a robot using programming. Student will learn about ethics and laws related to robotics. Students will also learn how to test and maintain a robot. Online discussions and unit activities require students to develop and apply critical thinking skills, while the included games appeal to a variety of learning styles and keep students engaged.

**Required lab materials note:** This course contains hands-on labs that employ relatively-common household materials to provide a valuable laboratory experience. Please refer to the Student Syllabus or Teacher's Guide for a detailed list of required lab materials and options for purchasing kits.

## Social Media: Our Connected World

Do you have any social media accounts? Learn the ins and outs of such social media platforms as Facebook, Twitter, Instagram, Pinterest, and more and how to use them for your benefit personally, academically, and, eventually, professionally. If you thought social media platforms were just a place to keep track of friends and share personal photos, this course will show you how to use these resources in much more powerful ways.

*Note: This course has 10 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

## Social Problems 1: A World in Crisis

War, crime, poverty, global warming our world often seems full of dire warnings and predictions. How can we make sense of it all and still dare to step outside each day? Social Problems I: A World in Crisis will explore some of the biggest challenges facing our world today and prepare you to tackle them head-on. You'll learn what led to these social problems, what effects they have on our lives and societies, and what possible solutions exist for solving them. Whether you want to save the world from the next pandemic or better understand the effects of the media on society, this course will help you develop a plan of action!

*Note: This course has 8 units and is recommended to be taught over a single semester.*



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## Social Problems 2: Crisis, Conflicts & Challenges

It may seem like we live in a sometimes scary and ever-changing world. Everywhere we “look” from the homeless living on the streets, to world-wide health epidemics, to the often negative effects of our global world problems seem to appear at every corner. In Social Problems II: Crisis, Conflict, and Challenges, you’ll explore more of the challenges we face and learn what we can do to reduce the effects of these conflicts and problems. From drug abuse to terrorists to the changing nature of communities in our digital world, we can better face and solve these problems when we have a deeper understanding of their causes and influences on our lives.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Sociology 1: The Study of Human Relationships

Human beings are complex creatures; however, when they interact and begin to form relationships and societies, things become even more complicated. Are we more likely to act differently in a group than we will when we’re alone? How do we learn how to be “human”? Sometimes it can feel as if there are more questions than answers. Sociology I: The Study of Human Relationships seeks to answer these questions and many more as it explores culture, group behavior, and societal institutions and how they affect human behavior. You’ll learn how social beliefs form and how this shapes our lives. How does this happen? Join us and find out!

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Sociology 2: Your Social Life

Why do people disagree on so many big issues? Where do culture wars come from? Maybe you’ve wondered this as you’ve looked through your social media feed or read the latest online article about groups fighting over different social issues. Sociology II: Your Social Life takes a powerful look at how social institutions like families, religion, government, and education shape our world and how collective behavior and social movements can create change. Although the reality of the battles isn’t always pretty, gaining a clearer picture of the different sides can help you better understand how our lives are shaped by entertainment, social institutions, and social change.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Sports and Entertainment Marketing

Whether you are watching a famous athlete make an unbelievable play or witnessing a sensational singing performance, the world of sports and entertainment is never boring. Although it may seem impossible for you to be a part of this glittery world, it’s not! The Sports and Entertainment Marketing field offers careers that combine entertainment with traditional marketing, but with a whole lot more glamour. Explore basic marketing principles while delving deeper into the multi billion dollar sports and entertainment industry. Learn how professional athletes, sports teams, and famous entertainers are marketed as commodities and how the savvy people who handle these deals can become very successful. This course will show you exactly how things work behind the scenes of a major entertainment event and how you can be part of the act.

*Note: This course has 10 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

## Sports and Entertainment Marketing 1a: Introduction

The bright lights. The roaring crowds. The chants and cheers and applause. If you are drawn to the electricity of large events and the challenge of making events successful, a career in sports and entertainment marketing may be for you! In this course, you will trace the development of these industries, dissect their dual nature, and discover what it takes to pitch, promote, and deliver on these services. You’ll also explore the necessary steps to chart your own career path from among the professional roles that these industries need to operate. Let’s get off the sidelines and hop into the primetime of the sporting and entertainment worlds!

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Theater, Cinema, and Film Production 1a: Introduction

Lights! Camera! Action! Theater and cinema are both forms of art that tell a story. Let’s explore the enchanting world of live theater and its fascinating relationship to the silver screen. Explore the different genres of both and how to develop the script for stage and film. Then dive into how to bring the script to life with acting and directing. If you have a passion for the art of film and stage, let’s bring your creativity to life!

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Theater, Cinema, and Film Production 1b: Lights, Camera, Action!

Lights, camera, action ... take two! Whether you’re a performer, critic, or fan, you’ll pull back the curtain to dive deeper into the making of movies and theater performances. Explore multiple facets of the production process from both theater and film. Gain insights from industry leaders along the way and learn to think critically about different aspects to develop your unit-by-unit blog. You’ll fully understand how high-quality entertainment and art are crafted for the theater and the silver screen.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Veterinary Science: The Care of Animals

Lions and tigers and bears (oh my!) Whether you want to step into the wild side of veterinary medicine or just take care of the furry dogs and cats down your street, Veterinary Science: The Care of Animals will show you how to care for domestic, farm, and wild animals and diagnose their common diseases and ailments. Learn how different veterinary treatments are used and developed to improve the lives of animals and, as a result, the lives of those people who treasure them. If you have always been drawn to the world of our furry, scaly, and feathered friends, this may be just the course for you!

*Note: This course has 8 units and is recommended to be taught over a single semester.*

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## Workplace and Internship Readiness: Preparing for Work & Life

Starting your first “real” job can be intimidating. But when you know what to expect and learn how to be successful, you’ll feel confident about the hiring process and prepared to put yourself out there! Discover how to build a well-rounded set of employability and personal leadership skills that allow you to guide your own career. Learn how to communicate with others, take initiative, set goals, problem-solve, research different career options, and envision your own personal career path. Get ready to create a powerful launching pad that will help you blast off into a great first job experience!  
*Note: This course has 8 units and is recommended to be taught over a single semester.*

## World Languages

### Advanced French A/B (EdOptions Academy Only)

Our online AP French Language & Culture course is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical and communicative skills. The AP French Language course prepares them for the AP French exam. Its foundation is the three modes of communication (Interpersonal, Interpretive and Presentational) as defined in the Standards for Foreign Language Learning in the 21st Century.

### Advanced Spanish A/B (EdOptions Academy Only)

The AP® Spanish Language and Culture course is an advanced language course in which students are directly prepared for the AP® Spanish Language and Culture test. It uses as its foundation the three modes of communication: interpersonal, interpretive and presentational. The course is conducted almost exclusively in Spanish. The course is based on the six themes required by the College Board: (1) global challenges, (2) science and technology, (3) contemporary life, (4) personal and public identities, (5) families and communities, and (6) beauty and aesthetics. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. Students should expect to listen to, read, and understand a wide-variety of authentic Spanish-language materials and sources, demonstrate proficiency in interpersonal, interpretive, and presentational communication using Spanish, gain knowledge and understanding of the cultures of Spanish speaking areas of the world, use Spanish to connect with other disciplines and expand knowledge in a wide-variety of contexts, develop insight into the nature of the Spanish language and its culture, and use Spanish to participate in communities at home and around the world. The AP® Spanish Language and Culture course is a college level course. The intensity, quality, and amount of course material can be compared to that of a third-year college course.

### American Sign Language 1a

Did you know that American Sign Language (ASL) is the third most commonly used language in North America? American Sign Language 1a: Introduction will introduce you to vocabulary and simple sentences, so that you can start communicating right away. Importantly, you will explore Deaf culture – social beliefs, traditions, history, values and communities influenced by deafness.  
*Note: This course has 4 units and is recommended to be taught over a single semester.*

### American Sign Language 1b

The predominant sign language of Deaf communities in the United States, American Sign Language is a complex and robust language. American Sign Language 1b: Learn to Sign will introduce you to more of this language and its grammatical structures. You will expand your vocabulary by exploring interesting topics like Deaf education and Deaf arts and culture.  
*Note: This course has 4 units and is recommended to be taught over a single semester.*

### American Sign Language 2a

Building upon the prior prerequisite course, emphasis in this course is placed upon comprehension and signing. Learners will also continue to establish their communication skills and foster their understanding of deaf culture. In addition to learning classifiers, glossing, and mouth morphemes, students will explore vocabulary for descriptions, directions, shopping, making purchases, and dealing with emergencies.  
*Note: This course has 5 units and is recommended to be taught over a single semester.*

### American Sign Language 2b

Building upon the prior prerequisite course, students will increase their proficiency by learning about sequencing, transitions, role-shifts, and future tenses. Students will learn how to tell a story and ask questions, benefiting with greater exposure to deaf culture. Speed, conversations, signing skills, and cultural awareness are characteristic of this course.  
*Note: This course has 5 units and is recommended to be taught over a single semester.*

### American Sign Language 3a: Community and Culture

As you dive into more advanced ASL signing, including unique grammar features and advanced classifiers and locatives, you’ll learn, compose, and present your new-found vocabulary and narratives by immersing yourself in Deaf culture and community. From opinions, slang, and idioms, to using technology and media that offers authentic Deaf perspectives. Explore how travel, cultural differences, and geography affect sign language. And gain a better understanding of Deaf culture by learning important events and examining topics such as education, science, and literature.  
*Note: This course has 6 units and is recommended to be taught over a single semester.*

# Course Catalog



## American Sign Language 3b: Conversations and Culture

Are you ready to discover ways in which Deaf culture influences the world in general? After all, the concept of culture goes far beyond an understanding of Deaf history. Through discussing Deaf culture and experiences, you'll advance your signing skills by developing verb tenses, grammar, and syntax. Apply your language skills in real conversation activities and through opportunities to debate real issues. It's also time to explore the next steps in education and career opportunities for your new intermediate ASL skills.

*Note: This course has 6 units and is recommended to be taught over a single semester.*

## Chinese 1 A/B (EdOptions Academy Only)

Students begin their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters. The course represents an ideal blend of language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates "Avatar bucks"—by performing well on course tasks—to use to purchase materials (clothing, gadgets, scenery, etc.) at the "Avatar store". Each week consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

## Chinese 2 A/B (EdOptions Academy Only)

Students continue their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters. The course represents an ideal blend of language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates "Avatar bucks"—by performing well on course tasks—to use to purchase materials (clothing, gadgets, scenery, etc.) at the "Avatar store". Each week consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

## French 1 A/B

In French 1A, they will be introduced to several common situations in which people communicate, such as exchanging names and greetings, describing people by physical and personality traits, and describing family members and aspects of their social life. They will start with basic sentence structures and grammatical tools, and they will communicate by listening, speaking, reading, and writing in French as they internalize new vocabulary and grammar. Students will also learn about some regions of the French-speaking world that the central characters of each unit are visiting. Students will build on this semester's work as they advance in their French studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

In French 1B, students will be introduced to several common situations in which people describe how to earn, save, and manage money, modes of urban transportation, various seasons and the associated weather conditions, food, clothes, and activities. They will also describe various art forms, plays, concerts, and movies. Students will discuss health and well-being, and travel and tourism. They will build on what they learned in the French 1A course and communicate by listening, speaking, reading, and writing in French as they internalize new vocabulary and grammar. They will also learn about some regions of the French-speaking world that the central characters of each unit are visiting. Students will build on this semester's work as they advance in their French studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

## French 2 A/B

In French 2A, students will be reintroduced to French in common situations, beginning with describing classes, school friends, teachers, and school supplies. They will discuss different styles of dressing, housing, and neighborhoods, and learn about relationships between family members and friends, students and teachers, and employees and employer. Students will also describe daily personal routines and schedules, household chores, and family responsibilities. Finally, they will discuss different types of cuisine, dining establishments, and dining etiquette. Students will build on what they learned in the French 1B course to communicate by listening, speaking, reading, and writing in French as they internalize new vocabulary and grammar. They will also learn about some regions of the French-speaking world where the central characters of each unit are visiting. Students will build on this semester's work as they advance in their French studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

In French 2B, students will be reintroduced to French in common situations, beginning with various professions and career plans for the future. They will discuss traveling to different regions and the flora and fauna found in each region and describe different types of trips, including road trips, camping, and ecotourism. Students will also describe different hobbies, activities, and crafts that people enjoy. Finally, they will discuss about different medical specialists, including dentists and veterinarians, and describe symptoms related to illness and injury. Students will build on what they learned in the French 2A course to communicate by listening, speaking, reading, and writing in French as they internalize new vocabulary and grammar. They will also learn about some regions of the French-speaking world where the central characters of each unit are visiting. Students will build on this semester's work as they advance in their French studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

# Course Catalog



## French 3 A/B (EdOptions Academy Only)

In this expanding engagement with French, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in French, and respond orally or in writing to these works. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase items (virtual clothing, gadgets, scenery, etc.) at the “Avatar store”. Continuing the pattern, and building on what students encountered in the first two years, each week consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and the Americas. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

## German 1 A/B

In German 1A, students will be introduced to several common situations in which people communicate, such as exchanging names and greetings, describing people by physical and personality traits, and describing family members and aspects of their social life. They will start with basic sentence structures and grammatical tools, and they will communicate by listening, speaking, reading, and writing in German as they internalize new vocabulary and grammar. Students will also learn about some regions of the German-speaking world that the central characters of each unit are visiting. They will build on this semester's work as they advance in their German studies: everything that students learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

In German 1B, students will be introduced to several common situations in which people describe how to earn, save, and manage money, modes of urban transportation, various seasons and the associated weather conditions, food, clothes, and activities. They will also describe various art forms, plays, concerts, and movies. Students will discuss health and well-being, and travel and tourism. They will build on what they have learned in the German 1A course to communicate by listening, speaking, reading, and writing in German as they internalize new vocabulary and grammar. They will also learn about some regions of the German-speaking world that the central characters of each unit are visiting. Students will build on this semester's work as they advance in their German studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

## German 2 A/B

In German 2A, students will be reintroduced to German in common situations, beginning with describing classes, school friends, teachers, and school supplies. They will discuss different styles of dressing, housing and neighborhoods, and learn about relationships between family members and friends, students and teachers, and employees and employer. They will also describe daily personal routines and schedules, household chores, and family responsibilities. Finally, students will discuss different types of cuisine, dining establishments, and dining etiquette. They will build on what they learned in the German 1B course to communicate by listening, speaking, reading, and writing in German as they internalize new vocabulary and grammar. Students will also learn about some regions of the German-speaking world where the central characters of each unit are visiting. Students will build on this semester's work as they advance in their German studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

In German 2B, students will be reintroduced to German in common situations, beginning with various professions and career plans for the future. They will discuss traveling to various regions and the flora and fauna found in each region and describe types of trips, including road trips, camping, and ecotourism. They will also describe hobbies, activities, and crafts that people enjoy. Finally, students will discuss medical specialists, including dentists and veterinarians, and symptoms related to illness and injury. They will build on what they learned in the German 2A course to communicate by listening, speaking, reading, and writing in German as they internalize new vocabulary and grammar. They will also learn about some regions of the German-speaking world where the central characters of each unit are visiting. Students will build on this semester's work as they advance in their German studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

## Latin 1 A/B (EdOptions Academy Only)

Students begin their introduction to Latin with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase items (virtual clothing, gadgets, scenery, etc.) at the “Avatar store”. Each week consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

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## Latin 2 A/B (EdOptions Academy Only)

Students continue their introduction to Latin with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase items (virtual clothing, gadgets, scenery, etc.) at the “Avatar store”. Each week consists of a new vocabulary theme and grammar concept, a notable ancient myth in Latin, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

## North Carolina French 1 A/B

In North Carolina French 1A, they will be introduced to several common situations in which people communicate, such as exchanging names and greetings, describing people by physical and personality traits, and describing family members and aspects of their social life. They will start with basic sentence structures and grammatical tools, and they will communicate by listening, speaking, reading, and writing in French as they internalize new vocabulary and grammar. Students will also learn about some regions of the French-speaking world that the central characters of each unit are visiting. Students will build on this semester's work as they advance in their French studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

In North Carolina French 1B, students will be introduced to several common situations in which people describe how to earn, save, and manage money, modes of urban transportation, various seasons and the associated weather conditions, food, clothes, and activities. They will also describe various art forms, plays, concerts, and movies. Students will discuss health and well-being, and travel and tourism. They will build on what they learned in the French 1A course and communicate by listening, speaking, reading, and writing in French as they internalize new vocabulary and grammar. They will also learn about some regions of the French-speaking world that the central characters of each unit are visiting. Students will build on this semester's work as they advance in their French studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

## North Carolina French 2 A/B

In North Carolina French 2A, students will be reintroduced to French in common situations, beginning with describing classes, school friends, teachers, and school supplies. They will discuss different styles of dressing, housing, and neighborhoods, and learn about relationships between family members and friends, students and teachers, and employees and employer. Students will also describe daily personal routines and schedules, household chores, and family responsibilities. Finally, they will discuss different types of cuisine, dining establishments, and dining etiquette. Students will build on what they learned in the French 1B course to communicate by listening, speaking, reading, and writing in French as they internalize new vocabulary and grammar. They will also learn about some regions of the French-speaking world where the central characters of each unit are visiting. Students will build on this semester's work as they advance in their French studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

In North Carolina French 2B, students will be reintroduced to French in common situations, beginning with various professions and career plans for the future. They will discuss traveling to different regions and the flora and fauna found in each region and describe different types of trips, including road trips, camping, and ecotourism. Students will also describe different hobbies, activities, and crafts that people enjoy. Finally, they will discuss about different medical specialists, including dentists and veterinarians, and describe symptoms related to illness and injury. Students will build on what they learned in the French 2A course to communicate by listening, speaking, reading, and writing in French as they internalize new vocabulary and grammar. They will also learn about some regions of the French-speaking world where the central characters of each unit are visiting. Students will build on this semester's work as they advance in their French studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

## North Carolina German 1 A/B

In North Carolina German 1A, students will be introduced to several common situations in which people communicate, such as exchanging names and greetings, describing people by physical and personality traits, and describing family members and aspects of their social life. They will start with basic sentence structures and grammatical tools, and they will communicate by listening, speaking, reading, and writing in German as they internalize new vocabulary and grammar. Students will also learn about some regions of the German-speaking world that the central characters of each unit are visiting. They will build on this semester's work as they advance in their German studies: everything that students learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

In North Carolina German 1B, students will be introduced to several common situations in which people describe how to earn, save, and manage money, modes of urban transportation, various seasons and the associated weather conditions, food, clothes, and activities. They will also describe various art forms, plays, concerts, and movies. Students will discuss health and well-being, and travel and tourism. They will build on what they have learned in the German 1A course to communicate by listening, speaking, reading, and writing in German as they internalize new vocabulary and grammar. They will also learn about some regions of the German-speaking world that the central characters of each unit are visiting. Students will build on this semester's work as they advance in their German studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

# Course Catalog



## North Carolina German 2 A/B

In North Carolina German 2A, students will be reintroduced to German in common situations, beginning with describing classes, school friends, teachers, and school supplies. They will discuss different styles of dressing, housing and neighborhoods, and learn about relationships between family members and friends, students and teachers, and employees and employer. They will also describe daily personal routines and schedules, household chores, and family responsibilities. Finally, students will discuss different types of cuisine, dining establishments, and dining etiquette. They will build on what they learned in the German 1B course to communicate by listening, speaking, reading, and writing in German as they internalize new vocabulary and grammar. Students will also learn about some regions of the German-speaking world where the central characters of each unit are visiting. Students will build on this semester's work as they advance in their German studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

In North Carolina German 2B, students will be reintroduced to German in common situations, beginning with various professions and career plans for the future. They will discuss traveling to various regions and the flora and fauna found in each region and describe types of trips, including road trips, camping, and ecotourism. They will also describe hobbies, activities, and crafts that people enjoy. Finally, students will discuss medical specialists, including dentists and veterinarians, and symptoms related to illness and injury. They will build on what they learned in the German 2A course to communicate by listening, speaking, reading, and writing in German as they internalize new vocabulary and grammar. They will also learn about some regions of the German-speaking world where the central characters of each unit are visiting. Students will build on this semester's work as they advance in their German studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

## North Carolina Spanish 1 A/B

In North Carolina Spanish 1A, students will be introduced to several common situations in which people communicate, such as exchanging names and greetings, describing people by physical and personality traits, and describing family members and aspects of social life. Students will start with basic sentence structures and grammatical tools, and they will learn to communicate by listening, speaking, reading, and writing in Spanish as they learn new vocabulary and grammar. They will also learn about some regions of the Spanish-speaking world that the central characters of each unit are visiting.

In North Carolina Spanish 1B, students will be introduced to several common situations in which people describe how to earn, save, and manage money, modes of urban transportation, various seasons and the associated weather conditions, food, clothes, and activities. They will also describe various art forms, plays, concerts, and movies. Students will discuss health and well-being and travel and tourism. They will build on what they learned in the Spanish 1B course to communicate by listening, speaking, reading, and writing in Spanish as they internalize new vocabulary and grammar. Students will also learn about some regions of the Spanish-speaking world that the central characters of each unit are visiting. They will build on this semester's work as they advance in their Spanish studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

## North Carolina Spanish 2 A/B

In North Carolina Spanish 2A, students will be reintroduced to Spanish in common situations, beginning with describing classes, school friends, teachers, and school supplies. Students will discuss different styles of dressing, housing, and neighborhoods, and learn about relationships between family members and friends, students and teachers, and employees and employer. They will also describe daily personal routines and schedules, household chores, and family responsibilities. Finally, students will discuss different types of cuisine, dining establishments, and dining etiquette. They will build on what you learned in Spanish 1B to communicate by listening, speaking, reading, and writing in Spanish as they internalize new vocabulary and grammar. Students will also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. They will build on this semester's work as they advance in their Spanish studies: everything that students learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

In North Carolina Spanish 2B, students are reintroduced to Spanish in common situations, beginning with various professions and career plans for the future. They will discuss traveling to different regions and the flora and fauna found in each region and describe different types of trips, including road trips, camping, and ecotourism. They will also describe different hobbies, activities, and crafts that people enjoy. Finally, students will discuss about different medical specialists, including dentists and veterinarians, and describe symptoms related to illness and injury. They will build on what they have learned in the Spanish 2A course to communicate by listening, speaking, reading, and writing in Spanish as they internalize new vocabulary and grammar. Students will also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. They will build on this semester's work as they advance in their Spanish studies: everything that students learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.



# Course Catalog



## North Carolina Spanish 3 A/B

In North Carolina 3A, students will be reintroduced to Spanish in common situations, beginning with various daily routines, describing friends and family, childhood memories and activities, and childhood hopes and aspirations. They will discuss and describe art, such as paintings and sculptures, and literature, such as novels and novellas, and give reactions and form opinions about art and literature. Students will also understand the process of selecting and applying to a university, aspirations at the university, and dealing with leaving home and moving into a dormitory. Further, students will describe university life and expectations from the university experience. They will explore the dynamics and challenges of multiethnic and developing societies, environmental and social issues, causes and possible resolutions, and learning about unfamiliar countries using technology. Finally, they will discuss current events reported in the media, different types of classified and other types of advertisement in the media (both print and online), the sections and supplements of a newspaper or magazine, and various jobs available in the media. Students will build on what they learned in Spanish 2 to communicate by listening, speaking, reading, and writing in Spanish as they internalize new vocabulary and grammar. They will also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. Students will build on this semester's work as they advance in their Spanish studies: everything that students learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

In North Carolina Spanish 3B, students will be reintroduced to Spanish in a variety of situations, beginning with multiculturalism, bilingualism, cultural influences on traditions, customs, food, and social experiences, and legends and folklore from different cultures. Students will discuss and describe genres of music, poetry, drama, and short stories, and proverbs from different cultures. They will also explore how geographical features affect the weather, and how the geography and weather affect the clothing, food, and livelihoods of the local population. Students will also understand the history of Venezuela and how the Spanish conquerors and indigenous people shaped the culture of the country, and they will learn about the South American independence movement, including some significant freedom fighters and their struggles to win independence. They will also discuss religions practiced in Argentina, the cultural icons of the country and how they compare to cultural icons from other countries, sports and activities in Argentina, some national symbols, such as the gauchos, and idioms and sayings from Argentina. Finally, students will discuss types of wildlife and natural and agricultural resources found in Costa Rica, the human resources of the country that help overcome economic and natural disasters, and how to write formal and informal letters to share experiences. They will build on what they learned in Spanish 3A to communicate by listening, speaking, reading, and writing in Spanish as they internalize new vocabulary and grammar. Students will also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. They will build on this semester's work as they advance in their Spanish studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

## Spanish 1 A/B

In Spanish 1A, students will be introduced to several common situations in which people communicate, such as exchanging names and greetings, describing people by physical and personality traits, and describing family members and aspects of social life. Students will start with basic sentence structures and grammatical tools, and they will learn to communicate by listening, speaking, reading, and writing in Spanish as they learn new vocabulary and grammar. They will also learn about some regions of the Spanish-speaking world that the central characters of each unit are visiting. In Spanish 1B, students will be introduced to several common situations in which people describe how to earn, save, and manage money, modes of urban transportation, various seasons and the associated weather conditions, food, clothes, and activities. They will also describe various art forms, plays, concerts, and movies. Students will discuss health and well-being and travel and tourism. They will build on what they learned in the Spanish 1B course to communicate by listening, speaking, reading, and writing in Spanish as they internalize new vocabulary and grammar. Students will also learn about some regions of the Spanish-speaking world that the central characters of each unit are visiting. They will build on this semester's work as they advance in their Spanish studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

## Spanish 2 A/B

In Spanish 2A, students will be reintroduced to Spanish in common situations, beginning with describing classes, school friends, teachers, and school supplies. Students will discuss different styles of dressing, housing, and neighborhoods, and learn about relationships between family members and friends, students and teachers, and employees and employer. They will also describe daily personal routines and schedules, household chores, and family responsibilities. Finally, students will discuss different types of cuisine, dining establishments, and dining etiquette. They will build on what you learned in Spanish 1B to communicate by listening, speaking, reading, and writing in Spanish as they internalize new vocabulary and grammar. Students will also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. They will build on this semester's work as they advance in their Spanish studies: everything that students learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

In Spanish 2B, students are reintroduced to Spanish in common situations, beginning with various professions and career plans for the future. They will discuss traveling to different regions and the flora and fauna found in each region and describe different types of trips, including road trips, camping, and ecotourism. They will also describe different hobbies, activities, and crafts that people enjoy. Finally, students will discuss about different medical specialists, including dentists and veterinarians, and describe symptoms related to illness and injury. They will build on what they have learned in the Spanish 2A course to communicate by listening, speaking, reading, and writing in Spanish as they internalize new vocabulary and grammar. Students will also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. They will build on this semester's work as they advance in their Spanish studies: everything that students learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

# Course Catalog



## Spanish 3 A/B

In Spanish 3A, students will be reintroduced to Spanish in common situations, beginning with various daily routines, describing friends and family, childhood memories and activities, and childhood hopes and aspirations. They will discuss and describe art, such as paintings and sculptures, and literature, such as novels and novellas, and give reactions and form opinions about art and literature. Students will also understand the process of selecting and applying to a university, aspirations at the university, and dealing with leaving home and moving into a dormitory. Further, students will describe university life and expectations from the university experience. They will explore the dynamics and challenges of multiethnic and developing societies, environmental and social issues, causes and possible resolutions, and learning about unfamiliar countries using technology. Finally, they will discuss current events reported in the media, different types of classified and other types of advertisement in the media (both print and online), the sections and supplements of a newspaper or magazine, and various jobs available in the media. Students will build on what they learned in Spanish 2 to communicate by listening, speaking, reading, and writing in Spanish as they internalize new vocabulary and grammar. They will also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. Students will build on this semester's work as they advance in their Spanish studies: everything that students learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

In Spanish 3B, students will be reintroduced to Spanish in a variety of situations, beginning with multiculturalism, bilingualism, cultural influences on traditions, customs, food, and social experiences, and legends and folklore from different cultures. Students will discuss and describe genres of music, poetry, drama, and short stories, and proverbs from different cultures. They will also explore how geographical features affect the weather, and how the geography and weather affect the clothing, food, and livelihoods of the local population. Students will also understand the history of Venezuela and how the Spanish conquerors and indigenous people shaped the culture of the country, and they will learn about the South American independence movement, including some significant freedom fighters and their struggles to win independence. They will also discuss religions practiced in Argentina, the cultural icons of the country and how they compare to cultural icons from other countries, sports and activities in Argentina, some national symbols, such as the gauchos, and idioms and sayings from Argentina. Finally, students will discuss types of wildlife and natural and agricultural resources found in Costa Rica, the human resources of the country that help overcome economic and natural disasters, and how to write formal and informal letters to share experiences. They will build on what they learned in Spanish 3A to communicate by listening, speaking, reading, and writing in Spanish as they internalize new vocabulary and grammar. Students will also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. They will build on this semester's work as they advance in their Spanish studies: everything that they learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

## Health & Fitness

### Adaptive Physical Education

This course is designed specifically for students with physical limitations. The content is similar to Fitness Fundamentals 1, but additional modification resources are provided to allow for customized exercise requirements based on a student's situation. In addition, students learn the basic skills and information needed to begin a personalized exercise program and maintain an active and healthy lifestyle. Students research the benefits of physical activity, as well as the techniques, components, principles, and guidelines of exercise to keep them safe and healthy.

### Advanced Physical Education 1

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

### Advanced Physical Education 2

This course gives the student an in-depth view of physical fitness by studying subjects such as: biomechanics, nutrition, exercise programming, and exercise psychology. Students will apply what they learn by participating in a more challenging exercise requirement. Throughout this course students participate in a weekly fitness program involving elements of cardio, strength, and flexibility.

### Anatomy

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

### Comprehensive Physical Education

In this course students will explore concepts involving personal fitness, team sports, dual sports, and individual and lifetime sports. Students will focus on health-related fitness as they set goals and develop a program to improve their fitness level through cardio, strength, and flexibility training. In addition, they will learn about biomechanics and movement concepts, as they enhance their level of skill-related fitness. Students will learn about game play concepts and specifically investigate the rules, guidelines, and skills pertaining to soccer, softball, volleyball, tennis, walking and running, dance, and yoga. Throughout this course students will also participate in a weekly fitness program involving elements of cardio, strength, and flexibility training.



# Course Catalog



## Credit Recovery Health

Credit Recovery Health is ideal for students who have had prior exposure to health, yet were unable to receive credit for their previous work by demonstrating mastery of the material. The course contains all the essential content with reduced coursework. Students learn to define mental, social, physical, and reproductive health as well as learning about drugs and safety.

## Credit Recovery Physical Education 1

Credit Recovery PE is ideal for students who have had prior exposure to physical education, yet were unable to receive credit for their previous work by demonstrating mastery of the material. The course contains all the essential content with reduced coursework. Students learn about the FITT principles, the components of physical fitness, and the benefits of physical activity, as well as the techniques, principles, and guidelines of exercise to keep them safe and healthy. Students participate in weekly physical activity throughout the course.

## Credit Recovery Physical Education 2

Credit Recovery PE is ideal for students who have had prior exposure to physical education, yet were unable to receive credit for their previous work by demonstrating mastery of the material. The course contains all the essential content with reduced coursework. Students learn about the FITT principles, the components of physical fitness, and the benefits of physical activity, as well as the techniques, principles, and guidelines of exercise to keep them safe and healthy. Students participate in weekly physical activity throughout the course.

## Drugs & Alcohol

This course delves into the types and effects of drugs, including alcohol, tobacco, steroids, over the counter drugs, marijuana, barbiturates, stimulants, narcotics, and hallucinogens. Students learn about the physiological and psychological effects of drugs, as well as the rules, laws, and regulations surrounding them. The difference between appropriate and inappropriate drug use will also be discussed. In addition, students will learn about coping strategies, healthy behaviors, and refusal skills to help them avoid and prevent substance abuse, as well as available resources where they can seek help.

## Exercise Science

This course takes an in-depth examination of the effects of exercise on the body. Through this course, students will learn basic anatomy, biomechanics, and physiology, as well as proper principles and techniques to designing an effective exercise program. The study of nutrition and human behavior will also be integrated into the course to enhance the students' comprehension of this multifaceted subject.

## Family & Consumer Science

Family & Consumer Science prepares students with a variety of skills for independent or family living. Topics covered include child care, home maintenance, food preparation, money management, medical management, clothing care, and more. They also focus on household, personal, and consumer health and safety. In addition, students learn goal setting and decision-making skills, as well as explore possible career options.

## Family Living & Healthy Relationships

In this course, students examine the family unit and characteristics of healthy and unhealthy relationships at different phases of life-- including information on self- discovery, family, friendships, dating and abstinence, marriage, pregnancy, and parenthood. Students learn about the life cycle and the different stages of development from infancy to adulthood. They also focus on a variety of skills to improve relationships and family living, including coping skills, communication skills, refusal skills, babysitting, parenting, and healthy living and disease prevention habits.

## First Aid & Safety

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

## Fitness Fundamentals 1

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

## Fitness Fundamentals 2

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

# Course Catalog



## Flexibility Training

This course focuses on the often-neglected fitness component of flexibility. Students establish their fitness level, set goals, and design their own flexibility training program. They study muscular anatomy and learn specific exercises to stretch each muscle or muscle group. Students focus on proper posture and technique while training. They also gain an understanding of how to apply the FITT principles to flexibility training. This course explores aspects of static, isometric, and dynamic stretching, as well as touch on aspects of yoga and Pilates. This course also discusses good nutrition and effective cross-training. Students take a pre- and post fitness assessment. Throughout this course students also participate in a weekly fitness program involving flexibility training, as well as elements of cardio and strength training.

## Group Sports

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

## Health & Personal Wellness

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

## Health Careers

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

## HOPE 1

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

## HOPE 2

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

## Individual Sports

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

## Intro to Coaching

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

## Intro to Nursing 1

This two semester course introduces students to the field of nursing. In the first semester students will learn about the history and evolution of nursing, education and licensure requirements, career path options, and nursing responsibilities. Students will also focus on foundational information such as basic anatomy, physiology, medical terminology, pharmacology, first aid, and disease prevention. In semester two students will examine various nursing theories, as well as focus on the nursing process, including assessment, diagnosis, and treatment options. Students will also learn about professional and legal standards and ethics. Additional skills of communication, teaching, time and stress management, patient safety, crisis management will be included.

# Course Catalog



## Intro to Nursing 2

This two semester course introduces students to the field of nursing. In the first semester students will learn about the history and evolution of nursing, education and licensure requirements, career path options, and nursing responsibilities. Students will also focus on foundational information such as basic anatomy, physiology, medical terminology, pharmacology, first aid, and disease prevention. In semester two students will examine various nursing theories, as well as focus on the nursing process, including assessment, diagnosis, and treatment options. Students will also learn about professional and legal standards and ethics. Additional skills of communication, teaching, time and stress management, patient safety, and crisis management will be included.

## Life Skills

This course allows students to explore their personality type and interests, as well as refine important skills that will benefit them throughout their lives, including personal nutrition and fitness skills, time & stress management, communication & healthy relationships, goal setting, study skills, leadership and service, environmental and consumer health, and personal finances. In addition, students will explore possible colleges and careers that match their needs, interests, and talents.

## Lifetime & Leisure Sports

This course provides students with an overview of dual and individual sports. Students learn about a variety of sports, and do an in-depth study of martial arts, Pilates, fencing, gymnastics, and water sports. Students learn not only the history, rules, and guidelines of each sport, but practice specific skills related to many of these sports. Students also learn the components of fitness, benefits of fitness, safety and technique, and good nutrition. Students conduct fitness assessments, set goals, and participate in weekly physical activity.

## Medical Terminology

In this course students will be introduced to basic medical language and terminology that they would need to enter a health care field. Emphasis will be placed on definitions, proper usage, spelling, and pronunciation. They will study word structure and parts, including roots, prefixes, and suffixes, as well as symbols and abbreviations. They will examine medical terms from each of the body's main systems, including skeletal, muscular, cardiovascular, respiratory, digestive, urinary, nervous, endocrine, reproductive, and lymphatic systems, and sensory organs. In addition, students will learn proper terminology for common tests, procedures, pharmacology, disease, and conditions.

## Nutrition

This course takes students through a comprehensive study of nutritional principles and guidelines. Students will learn about world-wide views of nutrition, nutrient requirements, physiological processes, food labeling, healthy weight management, diet-related diseases, food handling, nutrition for different populations, and more. Students will gain important knowledge and skills to aid them in attaining and maintaining a healthy and nutritious lifestyle.

## Outdoor Sports

This course provides students with an overview of dual and individual sports. Students learn about a variety of sports, and do an in-depth study of hiking and orienteering, golf, and dual volleyball. Students learn not only the history, rules, and guidelines of each sport, but practice specific skills related to many of these sports. Students also learn the FITT principles, benefits of fitness, and safety and technique. Students conduct fitness assessments, set goals, and participate in weekly physical activity.

## Personal Health & Fitness

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

## Personal Training Career Prep

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

## Personal Training Concepts

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

## Physiology

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

# Course Catalog



## Running

This course is appropriate for beginning, intermediate, and advanced runners and offers a variety of training schedules for each. In addition to reviewing the fundamental principles of fitness, students learn about goals and motivation, levels of training, running mechanics, safety and injury prevention, appropriate attire, running in the elements, good nutrition and hydration, and effective cross-training. While this course focuses mainly on running for fun and fitness, it also briefly explores the realm of competitive racing. Students conduct fitness assessments and participate in weekly physical activity.

## Sports Officiating

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

## Strength Training

This one-semester course by Carone Fitness focuses on the fitness components of muscular strength and endurance. Throughout this course students establish their fitness level, set goals, and design their own resistance training program. They study muscular anatomy and learn specific exercises to strengthen each muscle or muscle group. Students focus on proper posture and technique while training. They also gain an understanding of how to apply the FITT principles and other fundamental exercise principles, such as progression and overload, to strength training.

## Walking Fitness

This course helps students establish a regular walking program for health and fitness. Walking is appropriate for students of all fitness levels and is a great way to maintain a moderately active lifestyle. In addition to reviewing fundamental principles of fitness, students learn about goals and motivation, levels of training, walking mechanics, safety and injury prevention, appropriate attire, walking in the elements, good nutrition and hydration, and effective cross-training. Students take a pre- and post-fitness assessment. Throughout this course students also participate in a weekly fitness program involving walking, as well as elements of resistance training and flexibility.

## Health & PE

### Health

This course is based on a rigorously researched scope and sequence that covers the essential concepts of health. Students are provided with a variety of health concepts and demonstrate their understanding of those concepts through problem solving. The five units explore a wide variety of topics that include nutrition and fitness, disease and injury, development and sexuality, substance abuse, and mental and community health.

### Health 1: Life Management Skills

What does it mean to be healthy? In the simplest terms, it means taking care of our body and mind. Explore the connections between your physical, mental, and social health. Learn how to promote better health by decreasing stress and finding a fuller vision for your life through lifestyle choices, interactions with others, healthcare, and making sensible dietary choices. Build your plan to ensure your overall health, happiness, and well-being!

*Note: This course has 8 units and is recommended to be taught over a single semester.*

### Health and Physical Education 1a: Introduction

Your health is more than skin deep- or should we say muscle deep? There are many factors that influence your fitness from biological predispositions to the foods you eat, the sleep you get, your psychology, and more! This course will go beyond the superficial of fitness and dig into the science behind it. You will explore the basics of how to assess your baseline fitness, design and implement a fitness plan, fuel your body to achieve your fitness goals, and stay safe while improving your health. Physical fitness is a journey, not a destination: start your expedition now!

*Note: This course has 8 units and is recommended to be taught over a single semester.*

### Health and Physical Education 1b: Invest in Your Health

You've already HIIT the mat and warmed up your understanding of health and fitness, but now we're going to stretch you're understanding and feed your healthy habits. In this course, you will learn about the four domains of health- physical, mental, emotional, social- and their interconnection, how to set goals for healthy living, and how relationships and choices can impact your health. You'll also explore different entities and influences and their role in your daily health as well as how to build healthy communities to help you thrive. Let's continue building the foundation for well-rounded, healthy living so you can flourish: mind, body, and spirit!

*Note: This course has 8 units and is recommended to be taught over a single semester.*

### Personal Fitness

What does being fit really mean? Is it just based on physical appearance or is it something deeper? Though we strive to be healthy and make sensible choices, it's difficult to know how to achieve this. It's not only about losing weight or lifting a heavy barbell; in Personal Fitness you will learn about body functions, safety, diet, goals, and strategies for longevity. Human beings, in both body and mind, are complex and highly sensitive organisms that need the right attention to physically excel and feel great. Being fit is about living life to the fullest and making the most of what you have— yourself! Explore the world of healthy living and see how real fitness can be achieved through intention, effort, and just the right amount of knowledge.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

# Course Catalog



## Physical Education

This course's three units include Getting Active, Improving Performance, and Lifestyle. Unit activities elevate students' self-awareness of their health and well-being while examining topics such as diet and mental health and exploring websites and other resources. In addition to being effective as a stand-alone course, the components can be easily integrated into other health and wellness courses.

## College & Career Readiness

### Accuplacer® Math

ACCUPLACER tests provide information about academic skills and, in conjunction with a student's academic background, are used by advisors to provide guidance on course selection.

ACCUPLACER® is a registered trademark of the College Board, which was not involved in the production of, and does not endorse, this product.

### Accuplacer® Reading

ACCUPLACER tests provide information about academic skills and, in conjunction with a student's academic background, are used by advisors to provide guidance on course selection.

ACCUPLACER® is a registered trademark of the College Board, which was not involved in the production of, and does not endorse, this product.

### Accuplacer® Sentence Skills

ACCUPLACER tests provide information about academic skills and, in conjunction with a student's academic background, are used by advisors to provide guidance on course selection.

ACCUPLACER® is a registered trademark of the College Board, which was not involved in the production of, and does not endorse, this product.

### ACT® English

The ACT assesses high school students' general educational development and their ability to complete college-level work. Our course prepares students to take the test by learning the content ideas they will be tested on.

ACT® is a registered trademark of ACT, Inc.

### ACT® Mathematics

The ACT assesses high school students' general educational development and their ability to complete college-level work. Our course prepares students to take the test by learning the content ideas they will be tested on.

ACT® is a registered trademark of ACT, Inc.

### ACT® Reading

The ACT assesses high school students' general educational development and their ability to complete college-level work. Our course prepares students to take the test by learning the content ideas they will be tested on.

ACT® is a registered trademark of ACT, Inc.

### ACT® Science Reasoning

The ACT assesses high school students' general educational development and their ability to complete college-level work. Our course prepares students to take the test by learning the content ideas they will be tested on.

ACT® is a registered trademark of ACT, Inc.

### ACT® WORKKEYS

WorkKeys is a job skills assessment system that helps employers select, hire, train, and retain a high-performance workforce. WorkKeys scores help compare a learner's skills to the skills real jobs require. ACT WorkKeys assessments are divided into the following subdivisions:

- ACT WorkKeys - Applied Mathematics - Leveled
- ACT WorkKeys - Graphic Literacy
- ACT WorkKeys - Workplace Documents

ACT and WORKKEYS are registered trademarks of ACT, Inc.

# Course Catalog



## Advanced Biology A/B

To generate skills for lifelong learning, 25 percent of the lessons in Advanced Biology use student-driven, constructivist approaches for concept development. The remaining lessons employ direct-instruction approaches. In both cases, the lessons incorporate multimedia-rich, interactive resources to make learning an engaging experience. The AP approach to advanced biology topics helps students achieve mastery of abstract concepts and their application in everyday life and in STEM-related professions.

## Advanced Calculus A/B

This course grounds the study of calculus in real-world scenarios and integrates it with the four STEM disciplines. The first semester covers functions, limits, derivatives and the application of derivatives. The course goes on to cover differentiation and antidifferentiation, applications of integration, inverse functions, and techniques of integration.

## Advanced Chemistry A/B

Advanced Chemistry includes most of the 22 laboratory experiments recommended by the College Board to provide a complete advanced experience in a blended environment. More than 25 percent of the online lesson modules are inquiry-based and employ online simulations, data-based analysis, online data-based tools, and —kitchen sink labs that require no specialized equipment or supervision. Many of the lessons include significant practice in stoichiometry and other critical, advanced chemistry skills.

## Advanced Computer Science A

This course is designed to introduce students to the basic concepts of computer programming. Students learn how to compile and run a Java program. They learn to use arithmetic, relational, and logical operators. They learn to use different decision-making and loop statements. They learn to create classes, methods, String objects, and an ArrayList object. They learn to perform sequential search, binary search, selection sort, and insertion sort on an array. They learn to implement object-oriented programming design. They learn to implement inheritance, polymorphism, and abstraction. Further, they describe privacy and legality in the context of computing.

## Advanced English Lit & Comp A/B

Each unit of Advanced English Literature and Composition is based on a researched scope and sequence that covers the essential concepts of literature at an AP level. Students engage in in-depth analysis of literary works in order to provide both depth and breadth of coverage of the readings. Units include Close Analysis and Interpretation of Fiction, Short Fiction, the Novel, and Poetic Form and Content. Writing activities reinforce the reading activities and include writing arguments, analysis, interpretation, evaluation, and college application essays.

## Advanced U.S. History A/B

This course develops critical thinking skills by encouraging multiple views as students realized that there are often multiple accounts of a single historical event that may not be entirely consistent. Electronic discussion groups encourage collaboration, and a variety of practice activities are provided, from multiple choice actions to advanced interactions. Units include: The Historical Process; Early America; Revolutionary America; The Civil War; Populism and Progressivism; the emergence of the U.S. as a world power; and contemporary themes.

## ASVAB Mathematics

The ASVAB is a test developed and maintained by the Department of Defense. ASVAB scores count toward the Armed Forces Qualifying Test (AFQT) score.

## ASVAB Technology & General Science, Part 1

The ASVAB is a test developed and maintained by the Department of Defense. ASVAB scores count toward the Armed Forces Qualifying Test (AFQT) score.

## ASVAB Technology & General Science, Part 2

The ASVAB is a test developed and maintained by the Department of Defense. ASVAB scores count toward the Armed Forces Qualifying Test (AFQT) score.

## ASVAB Word Knowledge & Paragraph Comprehension

The ASVAB is a test developed and maintained by the Department of Defense. ASVAB scores count toward the Armed Forces Qualifying Test (AFQT) score.

## HiSET® Preparation - Language Arts - Reading Part 1

The HiSET exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

HiSET® is a registered trademark of the Educational Testing Service (ETS). This product is not endorsed or approved by ETS.

# Course Catalog



## HiSET® Preparation - Language Arts - Reading Part 2

The HiSET exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

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## HiSET® Preparation - Language Arts - Writing Part 1

The HiSET exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

HiSET® is a registered trademark of the Educational Testing Service (ETS). This product is not endorsed or approved by ETS.

## HiSET® Preparation - Language Arts - Writing Part 2

The HiSET exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

HiSET® is a registered trademark of the Educational Testing Service (ETS). This product is not endorsed or approved by ETS.

## HiSET® Preparation - Mathematics Part 1

The HiSET exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

HiSET® is a registered trademark of the Educational Testing Service (ETS). This product is not endorsed or approved by ETS.

## HiSET® Preparation - Mathematics Part 2

The HiSET exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

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## HiSET® Preparation - Science Part 1

The HiSET exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

HiSET® is a registered trademark of the Educational Testing Service (ETS). This product is not endorsed or approved by ETS.

## HiSET® Preparation - Science Part 2

The HiSET exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

HiSET® is a registered trademark of the Educational Testing Service (ETS). This product is not endorsed or approved by ETS.

## HiSET® Preparation - Social Studies Part 1

The HiSET exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

HiSET® is a registered trademark of the Educational Testing Service (ETS). This product is not endorsed or approved by ETS.

## HiSET® Preparation - Social Studies Part 2

The HiSET exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

HiSET® is a registered trademark of the Educational Testing Service (ETS). This product is not endorsed or approved by ETS.

## Preparation for the GED® Mathematics (2014)

The GED exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

GED® is a registered trademark of the American Council on Education (ACE) and administered exclusively by GED Testing Service, LLC under license.



# Course Catalog



## Preparation for the GED® Reading Language Arts (2014)

The GED exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

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## Preparation for the GED® Science (2014)

The GED exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

GED® is a registered trademark of the American Council on Education (ACE) and administered exclusively by GED Testing Service, LLC under license.

## Preparation for the GED® Social Studies (2014)

The GED® exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

GED® is a registered trademark of the American Council on Education (ACE) and administered exclusively by GED Testing Service, LLC under license.

## SAT® Language Arts

The SAT assesses academic readiness for college. It keeps pace with what colleges are looking for today, measuring the skills required for success in the 21st century. Our course prepares students to take the test by learning the content ideas they will be tested on.

SAT® is a registered trademark of the College Board, which was not involved in the production of, and does not endorse, this product.

## SAT® Mathematics

The SAT assesses academic readiness for college. It keeps pace with what colleges are looking for today, measuring the skills required for success in the 21st century. Our course prepares students to take the test by learning the content ideas they will be tested on.

SAT® is a registered trademark of the College Board, which was not involved in the production of, and does not endorse, this product.

## SAT® Reading

The SAT assesses academic readiness for college. It keeps pace with what colleges are looking for today, measuring the skills required for success in the 21st century. Our course prepares students to take the test by learning the content ideas they will be tested on.

SAT® is a registered trademark of the College Board, which was not involved in the production of, and does not endorse, this product.

## TASC Preparation - Language-Arts Reading Part 1

The TASC™ exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

## TASC Preparation - Language-Arts Reading Part 2

The TASC™ exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

## TASC Preparation - Language-Arts Writing Part 1

The TASC™ exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

## TASC Preparation - Language-Arts Writing Part 2

The TASC™ exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

## TASC Preparation - Mathematics Part 1

The TASC™ exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

## TASC Preparation - Mathematics Part 2

The TASC™ exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.



# Course Catalog



## TASC Preparation - Science Part 1

The TASC™ exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

## TASC Preparation - Science Part 2

The TASC™ exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

## TASC Preparation - Social Studies Part 1

The TASC™ exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

## TASC Preparation - Social Studies Part 2

The TASC™ exam measures the skills and knowledge similar to a high school course of study and allows learners to receive their high school equivalency certifications.

## ELL Foundations

### ELL Foundations: Level 1

ELL Foundations: Level 1 provides 32 interactive lessons based on beginning-level multicultural readings that reflect the diverse backgrounds of English language learners. Readings include fiction, poetry, informational texts, and culturally informed myths. Educators are supported with built-in reporting, grading, and standards-alignment capabilities. They will also have access to complete lesson plans designed to maximize learning. The course is composed of online student tutorials with beginning-level readings, vocabulary and comprehension activities for on- or offline assignments, and mastery tests to gauge student comprehension and progress. Students and teachers will also enjoy the familiar structure and user experience of Edmentum Courseware.

### ELL Foundations: Newcomer

ELL Foundations: Newcomer provides 23 vocabulary-focused, interactive lessons based on clear representation and developmentally appropriate art of entry-level vocabulary for school success. Educators are supported with built-in reporting, grading, and standards-alignment capabilities. They will also have access to complete lesson plans designed to maximize learning. The course is composed of online student tutorials with beginning-level readings, vocabulary and comprehension activities for on- or offline assignments, and mastery tests to gauge student comprehension and progress. Students and teachers will also enjoy the familiar structure and user experience of Edmentum Courseware.

## BASE Education SEL – Educator PD

### Breaking Down Elements of SEL Through an Educator Lens

This course covers topics in education that make up what we define as social emotional learning. The course breaks these topics down, and it begins to ask educators to interpret these terms through their own lens.

**Best practice implementation recommendation:** This course works well for individual educator learning followed by 30-60 min discussion to integrate knowledge and reflect on questions in your setting

### Leading with your Core Values

This course is a follow up to Understanding your Backpack and helps educators put what they have learned about themselves into practice in order to lead a classroom environment that is inclusive and empowering. In this course, you will continue in self-reflection as you identify your trauma responses and learn how to harness them in order to model empathic, strengths-based, respectful communication for your students.

**Best practice implementation recommendation:** This course works best in a small full/ large group setting. It should be followed by a 30 min report back for SG implementation and, ideally, to support school SEL culture building, a 30-60 min learning in action session.

### Suicide Awareness and Prevention for Educators

This comprehensive course helps educators to understand the complexities of suicide. With special attention paid to data, risk factors, protective factors, trauma, depression, and proper support, educators are armed with resources and knowledge. The goal of this course is to empower adults to find the right words, actions, and processes in the face of prevention, intervention, and postvention. When supportive adults feel confident, the impact on those around them can be profound. Continuing education credits may be awarded by your district.

**Best practice implementation recommendation:** This course works well for individual educator learning followed by 30-60 min discussion to integrate knowledge and reflect on questions in your setting.

# Course Catalog



## Understanding Your Backpack

This course asks you to reflect on sometimes challenging things that influence your own lens, such as bias, trauma, anger, and beliefs, and will help support you in identifying triggers and places for growth without shame or guilt. By identifying your core values and personal beliefs, you can begin to put the pieces together for effective and empowered leadership that feels authentic to you.

**Best practice implementation recommendation:** This course works best in a small full group setting, to support safe sharing. It should be followed by a 30 min report back and, ideally, to support school SEL culture building, a 30-60 min learning in action session.

## What is SEL – The Basics

This course gives an overview of what SEL is, its history, and the importance of SEL in how we learn.

**Best practice implementation recommendation:** This course works well for individual educator learning followed by 20-40 min discussion to integrate knowledge and reflect on questions in your setting.

## BASE Education SEL – Interactive

### Adjusting to Today's New "Normal"

Everyone was impacted by the events of last year and all students continue to feel the impact in various ways. This course will help to welcome them back and normalize their feelings about the last and the present year. They will receive validation of loneliness, depression, loss, academic insecurity, and isolation through the stories of other students. They will tap into their coping strategies and create a path for successful reintegration and resilience as the new year unfolds.

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories  
Prevention

### Adrenaline

Defines adrenaline, distinguishes between fight or flight, discusses teenage thrill-seeking, highlights the impact adrenaline has on the body, defines alternatives, explores barriers to success, and provides tools to overcome challenges. Teaches healthy replacements and reviews a plan for the future. Approximate Completion Time: 20 minutes - 1 hour

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories

Anger/Fighting  
Substance Issues  
Poor Choices  
Prevention

Core SEL Competencies

Relationship Skills  
Social Awareness  
Self-Awareness  
Self-Management  
Responsible Decision Making

### All or Nothing Thinking

Defines extreme thinking patterns, discusses the drawbacks and tendencies of such patterns, describes healthy alternatives to dysfunctional habits, highlights the impact of limited thinking, and explores barriers to success. Provides tools to overcome challenges. Approximate Completion Time: 20 minutes - 1 hour

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories

Self-Defeating Behaviors  
Gang Affiliation  
Unhealthy Relationships/Exploitation/Trafficking  
Prevention

Core SEL Competencies

Relationship Skills  
Social Awareness  
Self-Awareness  
Self-Management  
Responsible Decision Making

# Course Catalog



## Anger Management

Defines anger management, discusses the importance of controlling anger, teaches the different types of anger such as passive, passive-aggressive, assertive, and aggressive. Explores barriers to success and provides tools to overcome challenges. Discusses ways to implement healthier strategies and reviews a plan for the future. Approximate Completion Time: 35 minutes - 1 hour 45 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Anger/Fighting
- Disruptive Behavior
- Bullying/Relational Aggression/Cyberbullying/Technology Issues

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Anxiety

This course will help you to understand anxiety, recognize the signs, and develop coping strategies as well as help-seeking behaviors.

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Depression and Anxiety
- Stress
- School Disengagement
- Prevention

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Avoiding Exploitation

Defines exploitation, outlines safety, and highlights pitfalls for potentially dangerous relationships. Defines the various “disguises” that harmful people wear and teaches students how to uncover those traits. Teaches students to identify the healthy traits in safe people, and home in on how to tell the difference. Helps students to let go of any self-blame for past harmful relationships and allows them to refocus and grow through empowerment.

Explores barriers to success and provides tools to overcome challenges. Approximate Completion Time: 45 minutes - 2 hours 15 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Prevention

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

# Course Catalog



## Bullying and Cyber Bullying

This course is intended to protect you, protect others, and to help all students find their healthy path. Approximate Completion Time: 30 minutes - 1 hour 20 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Prevention
- Bullying/Relational Aggression/Cyberbullying/Technology Issues

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Character Traits

Defines positive character traits such as empathy, honesty, integrity, accountability, and respect. Highlights importance of strong character, explores barriers to success, provides tools to overcome challenges, and helps implement healthy traits. Reviews a plan for the future. Approximate Completion Time: 45 minutes - 2 hours 15 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Disruptive Behavior
- Substance Issues
- Truancy
- Tardy/Chronic Absenteeism
- Inappropriate Peer Behavior
- Self-Defeating Behaviors
- Bullying/Relational Aggression/Cyberbullying/Technology Issues
- School Disengagement
- Gang Affiliation
- Unhealthy Relationships/Exploitation/Trafficking
- Cultural Issues
- Poor Choices
- LGBTQ
- Prevention

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

# Course Catalog



## Coping Strategies

Defines coping strategies, highlights the importance, provides examples, helps to individually define skills that work for each student. Explores barriers to success and provides tools to overcome challenges. Teaches appropriate implementation, reviews a plan for the future. Approximate Completion Time: 40 minutes - 2 hours

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Anger/Fighting
- Disruptive Behavior
- Truancy
- Inappropriate Peer Behavior
- Domestic Issues
- Self-Defeating Behaviors
- Stress
- Depression and Anxiety
- Bullying/Relational Aggression/Cyberbullying/Technology Issues
- School Disengagement
- Cultural Issues
- Poor Choices
- LGBTQ
- Prevention

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Coronavirus (COVID-19)

This course will teach the basic facts about the Coronavirus, including how to protect yourself. In addition, this course will answer many questions that students are asking. Estimated time 10-15 minutes.

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Cultural Implications Within Family and Learned Behavior

Defines "family", and helps student identify those traits learned from being a part of that "family" unit. Helps expand student's idea of family and understand the impact of one's household on their belief systems, norms, values, and personality. Helps students to embrace their differently held beliefs, and to resist conforming for the sake of fitting in. Explores barriers to success and provides tools to overcome challenges. Approximate Completion Time: 30 minutes - 1 hour 30 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Domestic Issues
- Cultural Issues

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

# Course Catalog



## Depression

In this course, students will learn to identify their emotions and read their physical cues, to cope with depressive symptoms. They will learn the difference between depressive symptoms and depression, and the factors that have a role in risk. Finally, they will learn why, when, and how to get help. Approximate completion time: 30 - 60 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Depression and Anxiety
- Prevention

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Digital Citizenship

This course will create safety in the use of technology and outline appropriate behavior in the digital world. Includes cell phone use, texting, social media, and all facets of cyber behavior. Approximate Completion Time: 45 minutes - 2 hours

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Prevention
- Bullying/Relational Aggression/Cyberbullying/Technology Issues

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Future Goals

Defines what it means to have goals and highlights the benefit of being focused. Helps the student to create a vision for one's self and discusses strategies to stay on task. Explores barriers to success and provides tools to overcome challenges. Approximate Completion Time: 1 hour - 2 hours 30 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Prevention
- Truancy
- Tardy/Chronic Absenteeism
- Depression and Anxiety
- School Disengagement
- Poor Choices
- LGBTQ
- Getting to Know Student/IEP Transition Questions

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

# Course Catalog



## Getting to Know You

This course will help educators to get to know their students at the beginning of a relationship, whether it's the start of a term, or a newer connection, educators will learn about their students thoughts, abilities, and interests. This assists with engagement and retention and ultimately, student well-being. This course can also help administrators gather IEP information regarding students and their transition plans. Information can be directly filled out by student and used for Department of Education Requirements. Approximate Completion Time: 20 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Prevention

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Healthy Communication

This course defines healthy communication, discusses the importance of communicating well, teaches the different types of communication such as verbal, non-verbal, body language, and tone. This explores barriers to success and provides tools to overcome challenges. This discusses ways to implement more effective approaches and reviews a plan for the future. Approximate Completion Time: 35 minutes - 1 hour 45 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Anger/Fighting
- Disruptive Behavior
- Tardy/Chronic Absenteeism
- Inappropriate Peer Behavior
- Domestic Issues
- Depression and Anxiety
- Bullying/Relational Aggression/Cyberbullying/Technology Issues
- Unhealthy Relationships/Exploitation/Trafficking
- Poor Choices
- LGBTQ
- Prevention

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Healthy Relationships

A module about evaluating and building healthy peer relations. Approximate Completion Time: 30 - 45 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Anger/Fighting
- Inappropriate Peer Behavior
- Bullying/Relational Aggression/Cyberbullying/Technology Issues
- Unhealthy Relationships/Exploitation/Trafficking
- LGBTQ
- Prevention

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

# Course Catalog



## Impulsive Decision-Making

This course defines impulsivity, discussed repercussions of dangerous behavior, discusses teenage tendencies, defines alternative behaviors, explores barriers to success, provides tools to overcome challenges, teaches healthy replacements, and reviews a plan for the future. Approximate Completion Time: 20 minutes - 1 hour

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Anger/Fighting
- Tardy/Chronic Absenteeism
- Self-Defeating Behaviors
- Poor Choices
- Prevention

## Irrational Thinking

This course defines irrational thinking, demonstrates how irrational thinking may be harmful, identifies how to overcome negative patterns, teaches about teenage tendencies to think irrationally. This course explores barriers to success and provides tools to overcome challenges. Approximate Completion Time: 20 minutes - 1 hour

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Anger/Fighting
- Self-Defeating Behaviors
- Stress
- Depression and Anxiety
- Gang Affiliation
- Unhealthy Relationships/Exploitation/Trafficking
- Prevention

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Learned Helplessness

This course defines learned helplessness, uncovers origins of such beliefs, demonstrates how overcoming helplessness lends itself to empowerment. This course explores barriers to success and provides tools to overcome challenges. Approximate Completion Time: 35 minutes - 1 hour 45 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Substance Issues
- Truancy
- Tardy/Chronic Absenteeism
- Self-Defeating Behaviors
- Bullying/Relational Aggression/Cyberbullying/Technology Issues
- Unhealthy Relationships/Exploitation/Trafficking
- Poor Choices
- Prevention

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making



# Course Catalog



## Learning How to Say "No Thanks".

This course will help students to say "no thanks" to uncomfortable or risky situations. This course will also assist students in learning about their personal boundaries and preferences, as they discover who they are. Approximate Completion Time: 45 minutes - 1 hour 35 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Gang Affiliation
- Unhealthy Relationships/Exploitation/Trafficking
- Poor Choices
- Depression and Anxiety
- Inappropriate Peer Behavior
- Prevention

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## LGBTQIA

This course focuses on inclusion, acceptance of self and others. It educates the learner on biology, terminology, and opens the conversation to lean on compassion. Approximate completion time: 1 - 1.5 hours

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Self-Defeating Behaviors
- Bullying/Relational Aggression/Cyberbullying/Technology Issues
- Depression and Anxiety
- LGBTQ

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Life Changes and Adjustments

Life Changes and Adjustments is designed to help students to process the biggest of life changes to the smallest. By normalizing change as an inherent part of life, students are encouraged to understand the importance of personalized adaptability and coping strategies.

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Prevention

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

# Course Catalog



## Mindfulness

This course will help to manage stress, handle big (and small) feelings, and will provide you with tools to stay clear, calm, and focused.

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Anger/Fighting
- Bullying/Relational Aggression/Cyberbullying/Technology Issues
- Cultural Issues
- Depression and Anxiety
- Disruptive Behavior
- Domestic Issues
- Gang Affiliation
- Getting to Know Student/IEP Transition Questions
- Inappropriate Peer Behavior
- LGBTQ
- Poor Choices
- Prevention
- School Disengagement
- Self-Defeating Behaviors
- Stress
- Substance Issues
- Suspension/Expulsion
- Tardy/Chronic Absenteeism
- Truancy
- Unhealthy Relationships/Exploitation/Trafficking

## Motivation

This course defines motivation, outlines the various types, explores barriers to success, and provides tools to overcome challenges. This discusses ways to improve motivation, highlights the importance, reviews a plan for the future. Approximate Completion Time: 40 minutes - 2 hours

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Prevention
- Substance Issues
- Truancy
- Tardy/Chronic Absenteeism
- Depression and Anxiety
- School Disengagement
- Poor Choices
- Getting to Know Student/IEP Transition Questions

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

# Course Catalog



## Primary and Secondary Impacts of Behavior

This course defines impacts of behavior, outlines the types of impacts, discusses the importance of understanding one's effect on their world, and highlights drawbacks of negative impacts. This explores barriers to success and provides tools to overcome challenges. This Provides suggestions for improving one's personal impact on their world, reviews a plan for the future. Approximate Completion Time: 30 minutes - 1 hour 30 minutes  
This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Anger/Fighting
- Disruptive Behavior
- Inappropriate Peer Behavior
- Bullying/Relational Aggression/Cyberbullying/Technology Issues
- Gang Affiliation
- Poor Choices
- Prevention

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Putting It All Together

Reviews and collaborates all skills used in modules for a successful return to school and life. Reviews the importance of implementation, and bolsters student confidence for maximized reintegration. Approximate Completion Time: 30 minutes - 1 hour 15 minutes  
This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Anger/Fighting
- Substance Issues
- Suspension/Expulsion
- Prevention

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Raising Awareness of Opioid Addiction

In an effort to raise awareness about heroin and opiate dangers, BASE recommends that every student in all schools view the 'Chasing the Dragon' video and respond to the accompanying questions. Approximate Completion Time: 55 minutes - 1 hour 10 minutes  
This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Prevention
- Substance Issues

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

# Course Catalog



## Refocus

This course is intended for in-the-moment disruptive behaviors. Students may process their feelings and learn to regulate their emotions and behaviors prior to returning to the mainstream environment. Approximate Completion Time: 30 minutes - 1 hour and 15 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Anger/Fighting
- Disruptive Behavior
- Stress

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Restorative Practices

Defines restorative practices, outlines types of harm, discusses the importance of creating safety in one's environment, specifies ways in which to establish safety and trust. Teaches ways to handle negative situations, explores barriers to success, and provides tools to overcome challenges.

Reviews a plan for the future. Approximate Completion Time: 30 minutes - 1 hour 20 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Anger/Fighting
- Substance Issues
- Inappropriate Peer Behavior
- Domestic Issues
- Gang Affiliation
- Unhealthy Relationships/Exploitation/Trafficking
- Suspension/Expulsion

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

# Course Catalog



## Self-Esteem

Defines self-esteem, outlines types, discusses how to develop a stronger sense of self-esteem. Explores barriers to success, provides tools to overcome challenges and reviews a plan for the future. Approximate Completion Time: 30 minutes - 1 hour 20 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Prevention
- Substance Issues
- Disruptive Behavior
- Truancy
- Tardy/Chronic Absenteeism
- Self-Defeating Behaviors
- Depression and Anxiety
- Bullying/Relational Aggression/Cyberbullying/Technology Issues
- Gang Affiliation
- Unhealthy Relationships/Exploitation/Trafficking
- Cultural Issues
- LGBTQ
- Getting to Know Student/IEP Transition Questions

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Social and Emotional Learning and You: A Personalized Guide for Successful SEL Integration

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Social Justice Series, Part One - Equity

This course will begin the students' journey through the fundamentals of social justice. Students will develop a deep understanding of equity as they explore their own sense of privilege, challenges, and responsibility in society.

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Cultural Issues
- LGBTQ
- Prevention

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

# Course Catalog



## Strategies for Successful Return to School

Defines successful reintegration. Highlights potential pitfalls after having been out of school and provides strategies to cope with such patterns in order to remain on track. Explores barriers to success and provides tools to overcome challenges. Approximate Completion Time: 30 minutes - 1 hour 30 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Substance Issues
- Truancy
- Suspension/Expulsion

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Stress Management

This course will help students to understand the definition of stress and learn how it manifests itself in their minds, bodies, and actions. It will also help them to understand the importance of normalizing stress as a part of life and prepare them to roll with the impacts. Students will create a personalized plan for controlling and managing stressful events for successful coping and healthy thriving. Approximate Completion Time: 30 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Prevention
- Anger/Fighting
- Substance Issues
- Disruptive Behavior
- Truancy
- Tardy/Chronic Absenteeism
- Inappropriate Peer Behavior
- Domestic Issues
- Self-Defeating Behaviors
- Stress
- Depression and Anxiety
- Bullying/Relational Aggression/Cyberbullying/Technology Issues
- School Disengagement
- Gang Affiliation
- Unhealthy Relationships/Exploitation/Trafficking
- Cultural Issues
- Poor Choices
- LGBTQ
- Suspension/Expulsion

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

# Course Catalog



## Substance Use and Misuse: Drug Facts - Alcohol

Discusses Alcohol, properties, effects on users, poisoning, tolerance, common myths and perceptions, driving, warning signs. Approximate Completion Time: 10 - 30 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories

Substance Issues

Core SEL Competencies

Self-Management

Responsible Decision Making

## Substance Use and Misuse: Drug Facts - Bath Salts

Discusses Bath Salts, properties, effects on users, warning signs. Approximate Completion Time: 5 - 15 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories

Substance Issues

## Substance Use and Misuse: Drug Facts - Cigarettes

Discusses Cigarettes, properties, effects on users, social implications, strategies to quit. Approximate Completion Time: 10 - 20 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories

Substance Issues

## Substance Use and Misuse: Drug Facts - Cocaine

Discusses Cocaine, properties, the effect on users, warning signs. Approximate Completion Time: 10 - 25 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories

Substance Issues

## Substance Use and Misuse: Drug Facts - Hallucinogens and Dissociative Drugs

Discusses types of Hallucinogens and Dissociatives, properties, their effect on users, warning signs. Approximate Completion Time: 15 - 40 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories

Substance Issues

Core SEL Competencies

Self-Management

Responsible Decision Making

## Substance Use and Misuse: Drug Facts - Heroin

Discusses Heroin, properties, the effect on users, warning signs. Approximate Completion Time: 15 minutes - 1 hour

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories

Substance Issues

## Substance Use and Misuse: Drug Facts - Inhalants and the Choking Game

Discusses the effects of Inhalants and the Choking Game on the teen body and brain. Addresses the social implications and warning signs.

Approximate Completion Time: 10 - 20 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories

Substance Issues

# Course Catalog



## Substance Use and Misuse: Drug Facts - Marijuana and Concentrates

Discusses Marijuana properties, concentrates, edibles, strains, the effect on users, synthesizing, common myths and perceptions, driving, medicinal debate. Approximate Completion Time: 35 minutes - 1 hour 45 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories

Substance Issues

## Substance Use and Misuse: Drug Facts - MDMA/Ecstasy

Discusses MDMA, properties, the effect on users, warning signs. Approximate Completion Time: 10 - 30 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories

Substance Issues

Core SEL Competencies

Self-Management

Responsible Decision Making

## Substance Use and Misuse: Drug Facts - Methamphetamine

Discusses Methamphetamine, properties, the effects on users, warning signs. Approximate Completion Time: 15 - 40 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories

Substance Issues

Core SEL Competencies

Self-Management

Responsible Decision Making

## Substance Use and Misuse: Drug Facts - Prescription Drugs

Discusses Prescription Drugs, properties, classes, effects on users, mixing, combination overdoses, warning signs. Approximate Completion Time: 15 minutes - 1 hour

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories

Substance Issues

Core SEL Competencies

Self-Management

Responsible Decision Making

## Substance Use and Misuse: Drug Facts - Synthetic Marijuana

Discusses Synthetic Marijuana, properties, effects on users, warning signs. Approximate Completion Time: 5 - 15 minutes

## Substance Use and Misuse: Drug Facts - Vaping and JUULing: In His Own Words

This course is intended to teach students the basics about vaping and JUULing. It was written by a 23-year-old who struggles with a JUUL addiction and covers the basic facts along with a dialogue about making good decisions. Approximate Completion Time: 20-45 minutes

## Substance Use and Misuse: Section 01 - Introduction and Disclosure

Introduction to the course and mandatory disclosure statement. Approximate Completion Time: 5 - 15 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories

Substance Issues

Core SEL Competencies

Relationship Skills

Social Awareness

Self-Awareness

Self-Management

Responsible Decision Making



# Course Catalog



## Substance Use and Misuse: Section 02 - Pre-Course Knowledge Test

Assesses student knowledge pre-course. Approximate Completion Time: 5 - 20 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories

- Substance Issues

## Substance Use and Misuse: Section 03 - Pre-Course Attitude Survey

Assesses student attitude pre-course. Approximate Completion Time: 5 - 20 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories

- Substance Issues

## Substance Use and Misuse: Section 04 - Drugs and the Mind - Emotions and Drugs

Discusses the emotional turmoil created by drugs and explains how the body/brain connection contribute to the peaks and valleys. Approximate Completion Time: 15 - 40 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories

- Substance Issues

Core SEL Competencies

- Relationship Skills

- Social Awareness

- Self-Awareness

- Self-Management

- Responsible Decision Making

## Substance Use and Misuse: Section 05 - Drugs and the Mind - Moods and Drugs

Discusses mood changes, swings, and dependency caused by drug use. Approximate Completion Time: 5 - 20 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories

- Substance Issues

Core SEL Competencies

- Relationship Skills

- Social Awareness

- Self-Awareness

- Self-Management

- Responsible Decision Making

## Substance Use and Misuse: Section 06 - Drugs and the Body - Drugs and the Brain

Discusses all aspects of the teen brain affected by drug use. Approximate Completion Time: 10 - 25 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories

- Substance Issues

Core SEL Competencies

- Relationship Skills

- Social Awareness

- Self-Awareness

- Self-Management

- Responsible Decision Making

# Course Catalog



## Substance Use and Misuse: Section 07 - Drugs and the Body - Absorption of Drugs

Discusses how drugs are metabolized into the body. Approximate Completion Time: 1 - 5 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories

Substance Issues

Core SEL Competencies

Self-Management

Responsible Decision Making

## Substance Use and Misuse: Section 08 - Drugs and the Body - Route Variance

Teaches the different ways drugs are brought into the body as well as ways in which these different methods affect the body. Approximate Completion Time: 10 - 25 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories

Substance Issues

## Substance Use and Misuse: Section 09 - Drugs and the Body - Mixing Drugs

Discusses the effects of combining drugs/drug interactions. Approximate Completion Time: 5 - 15 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories

Substance Issues

Core SEL Competencies

Self-Management

Responsible Decision Making

## Substance Use and Misuse: Section 10 - Drugs and the Body - Overdose

Defines overdose. Approximate Completion Time: 1 - 5 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories

Substance Issues

Core SEL Competencies

Self-Management

Responsible Decision Making

## Substance Use and Misuse: Section 11 - Drugs and the Body - The Cycle of Abuse

Addresses the cycle of abuse and pitfalls that trap the user into continued abuse. Approximate Completion Time: 10 - 25 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

Categories

Substance Issues

Core SEL Competencies

Relationship Skills

Social Awareness

Self-Awareness

Self-Management

Responsible Decision Making

# Course Catalog



## Substance Use and Misuse: Section 12 - Drugs and Relationships - Friends and Drugs

Discusses social aspect of drugs, the lures, the stigma, and loneliness. Approximate Completion Time: 20 minutes - 1 hour This course is interactive, and users will be asked to respond to a set of questions directly within the course.

This course can be presented to a class and the questions can be answered as a class.

### Categories

- Substance Issues

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Substance Use and Misuse: Section 13 - Drugs and Relationships - Lying, Concealment, Deception

In understanding resiliency, looking back at behaviors teens use to survive and thrive. Understanding the repercussions of such choices and finding alternatives. Approximate Completion Time: 10 - 30 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Substance Issues

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Substance Use and Misuse: Section 14 - Drugs and Relationships - Responsibilities

Identifies student responsibilities, separates important responsibilities, and helps students to understand what is important in the moment.

Approximate Completion Time: 15 - 45 minutes

### Categories

- Substance Issues

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Substance Use and Misuse: Section 15 - Overcoming Drugs - Life Story

Student recalls life events (good/bad) that have brought them to their current point. Approximate Completion Time: 15 - 45 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Substance Issues

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

# Course Catalog



## Substance Use and Misuse: Section 16 - Overcoming Drugs - The "Forget You" Moment

Identifies the moment in the student's life in which they decided to stop pleasing, break boundaries, and dismiss authority. Approximate Completion Time: 35 minutes - 1 hour 45 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Substance Issues

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Substance Use and Misuse: Section 17 - Brainstorming the Future

Helps the student to formulate a vision for the future and instills a sense of hopefulness. Approximate Completion Time: 15 - 45 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

- Substance Issues

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Substance Use and Misuse: Section 18 - Overcoming Drugs - Refusal, Coping and Withdrawal

Helps students develop confidence in turning down drug opportunities and develop effective and clear communication skills. Approximate Completion Time: 30 minutes - 1 hour 20 minutes

### Categories

- Substance Issues

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Substance Use and Misuse: Section 19 - Overcoming Drugs - Triggers and Goals

Helps student to identify triggers: social, emotional, environmental, and to develop goals and support systems. Approximate Completion Time: 15 - 45 minutes

### Categories

- Substance Issues

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

# Course Catalog



## Substance Use and Misuse: Section 20 - Overcoming Drugs - Relapse

Identifies the definition and role of relapse in the process of recovery. Approximate Completion Time: 5 - 15 minutes

### Categories

Substance Issues

### Core SEL Competencies

Relationship Skills

Social Awareness

Self-Awareness

Self-Management

Responsible Decision Making

## Substance Use and Misuse: Section 21 - Living Drug-Free - Why Kids Use

Identifies the reasons that kids use drugs- helps kids to understand that the reason is far from, "It's just fun". Approximate Completion Time: 2 - 10 minutes

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

Substance Issues

### Core SEL Competencies

Relationship Skills

Social Awareness

Self-Awareness

Self-Management

Responsible Decision Making

## Substance Use and Misuse: Section 22 - Living Drug-Free - Moving Forward

This course is interactive, and users will be asked to respond to a set of questions directly within the course. This course can be presented to a class and the questions can be answered as a class.

### Categories

Substance Issues

### Core SEL Competencies

Relationship Skills

Social Awareness

Self-Awareness

Self-Management

Responsible Decision Making

## Substance Use and Misuse: Section 23 - Living Drug-Free - Impulsivity

Helps describe common teen tendencies and introduces ways to control urges and unsafe behavior. Approximate Completion Time: 5 - 15 minutes

### Categories

Substance Issues

### Core SEL Competencies

Relationship Skills

Social Awareness

Self-Awareness

Self-Management

Responsible Decision Making

## Substance Use and Misuse: Section 24 - Post-Course Attitude Survey

Assesses student attitude post-course. Approximate Completion Time: 5 - 10 minutes

### Categories

Substance Issues

### Core SEL Competencies

Relationship Skills

Social Awareness

Self-Awareness

Self-Management

Responsible Decision Making

# Course Catalog



## Substance Use and Misuse: Section 25 - Post-Course Knowledge Acquisition Test

Assesses student knowledge post-course. Approximate Completion Time: 10 - 30 minutes

### Categories

- Substance Issues

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Substance Use and Misuse: Section 26 – Close

Ties together all material and marks the end of coursework. Approximate Completion Time: 5 - 15 minutes

### Categories

- Substance Issues

### Core SEL Competencies

- Relationship Skills
- Social Awareness
- Self-Awareness
- Self-Management
- Responsible Decision Making

## Suicide Education and Prevention

This course talks about depression, facts around suicide, risk factors, protective factors, and guides students through proper intervention strategies. Approximate Completion Time: 45 minutes

### Talking to Adults

Defines appropriate communication with grown-ups and discusses the importance of being able to verbalize thoughts, feelings, and emotions in a healthy manner. Talks about drawbacks and the loss of power when improper communication is used. Helps students get their needs met appropriately, explores barriers to success, and provides tools to overcome challenges. Approximate Completion Time: 35 minutes - 1 hour 45 minutes

### Truancy

Helping to keep kids in school by exploring challenges, barriers to attending, personal pitfalls, and providing ways to overcome these challenges to return, and stay in school. Approximate Completion Time: 1 hour 40 minutes - 5 hours

### Vision of Self

Defines vision of self, discusses healthy versus unhealthy perspectives, teaches how to implement healthy viewpoints, discusses personal vision, outlines tools for growth. Explores barriers to success and provides tools to overcome challenges. Approximate Completion Time: 25 minutes - 1 hour 15 minutes

## High School Electives

### Academic Success

As in other areas of life, success in academics results from learning and practicing positive habits. This one-semester elective provides practical, hands-on guidance on developing and improving study habits and skills, regardless of a student's level of accomplishment. Academic Success includes five lessons and two course activities in a flexible structure that is adaptable to the needs and circumstances of individual students. The course can also be used for college-level developmental education.

### African American History

How have African Americans shaped the culture of the United States throughout history? Tracing the accomplishments and obstacles of African Americans from the slave trade through emancipation, and to the modern African diaspora, you will learn about the political, economic, social, religious, and cultural factors that have influenced African American life. In African American History, you'll come face to face with individuals who changed the course of history and learn more about slavery, racism, and the Civil Rights Movement. You will also explore how the history of African Americans influences current events today.

*Note: This course has 10 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

# Course Catalog



## Anthropology 1: Uncovering Human Mysteries

What makes us human? Is it our ability to use language? Is it our abstract thinking skills or our use of tools and technology? In Anthropology 1: Uncovering Human Mysteries you will trace the history of homo sapiens and explore our evolutionary trail. This course offers an anthropologic lens to observe our movement from cave dweller to modern humans. It sheds light on how we forged our way and developed all of the things that make us human, such as our cultures, languages, and religions. We, as humans in the 21st century, are highly intelligent, innovative people with astounding technological ability - how did we get this way?

*Note: This course has 10 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

## Anthropology 2: More Human Mysteries Uncovered

How does your culture influence you? Find out how different locations shape various cultures and, in turn, how these cultures shape people's lives around the world - from the jungles of the Amazon to the islands of Indonesia. Anthropology II: More Human Mysteries Uncovered provides a fascinating look at this puzzle of culture. Many of our ancient cultures and languages were shaped by the geographical locations of our ancestors, and in this course, you will begin to visualize new ideas about how ancient cultures flourished through examining their views on life, death, art, and survival. In looking back and learning about cultures through the ages, we are better equipped to understand the world around us today.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Archaeology: Detectives of the Past

The famous Spanish philosopher and writer George Santayana once said, "Those who cannot remember the past are condemned to repeat it." We know from studying history how true this statement is, and the age-old field of archaeology helps us to better understand, through discovery and analysis, how ancient civilizations have shaped the modern world. This fascinating course, Archaeology: Detectives of the Past, explores the various techniques, methods, and theories of this field and illustrates how archaeologists conduct their studies. What is it like to uncover precious artifacts? How are they located and preserved? Find the answer to these questions and more as you learn how ancient discoveries can unlock the secrets of a long and colorful past.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Art History & Appreciation

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

## Art in World Cultures

Who do you think is the greatest artist of all time? Maybe Leonardo da Vinci? Michelangelo? Maybe a more modern artist like Claude Monet or Pablo Picasso? Or is it possible that the greatest artist of all time is actually someone whose name has been lost to history? In Art in World Cultures, you'll learn about some of the greatest artists in the world while creating your own art, both on paper and digitally. This course explores basic principles and elements of art and teaches you how to critique different art works art. And along the way, you will get to discover some traditional art forms from various regions of the world including the Americas, Africa, and Oceania.

*Note: This course has 12 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

## Creative Writing

Literature is an important form of art that allows us to give voice to our emotions, create imaginary worlds, express ideas, and escape the confines of reality. Explore the writing process and find inspiration to build a story of your own, and learn literary techniques to create hybrid forms of poetry and prose. Let's turn your creative thoughts and ideas into pieces of creative writing.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Creative Writing: Unleashing the Core of Your Imagination

Writing can change the world. Think about the Declaration of Independence, the Bill of Rights, and Lincoln's 2nd In Augural Address. How have these writings shaped our country and the future? While you learn how to unleash the core of your imagination to develop your own creative writing, you'll also explore creative writing through foundational literary works from the 18th to 20th century of Colonialism to American Gothic to Modernism, and everything in between, while evaluating original writings and their interpretations.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Gothic Literature: Monster Stories

It was a dark and stormy night, and the vampires, ghouls, and undead were on the prowl... Gothic Literature is riddled with the spooky, but did you know that this genre is so much more than a scary form of entertainment? In Gothic Literature, you'll learn about how some of the world's greatest authors from the 19th century through today used Gothic elements to tackle issues that needed serious attention: the class system, gender norms, racism, social injustice, and more! Grab your monster gear and explore why Gothic literature has retained its appeal even with today's audiences.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

# Course Catalog



## History of the Holocaust

"Never shall I forget that night, the first night in camp, which has turned my life into one long night, seven times cursed and seven times sealed." Elie Wiesel, a Holocaust survivor, wrote these words about his experiences in a Nazi concentration camp. History of the Holocaust will take you through the harrowing details of anti-Semitism, the power of the Nazi party, the persecution of European Jews and other groups, and the tremendous aftermath for everyone involved in World War II. You'll explore the causes of the Holocaust, the experiences of Jews and other individuals during this time, and what has been done to combat genocide since WWII. "For the dead and the living, we must bear witness."

*Note: This course has 10 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

## Music Appreciation: The Enjoyment of Listening

Have you ever heard a piece of music that made you want to get up and dance? Cry your heart out? Sing at the top of your lungs? Whether pop, classical, or anything in between, music provides a powerful way for people to celebrate their humanity and connect with something larger than themselves. Music Appreciation: The Enjoyment of Listening not only will provide a historical perspective on music from the Middle Ages to the 21st century, but it will also teach you the essentials of how to listen and really hear (with a knowledgeable ear) the different music that's all around you. Learning how to truly appreciate sound and melody is the best way to ensure a continued love of this delightful art form.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Mythology and Folklore: Legendary Tales

Since the beginning of time, people have gathered around fires to tell stories of angry gods, harrowing journeys, cunning animals, horrible beasts, and the mighty heroes who vanquished them. Mythology and folklore have provided a way for these colorful stories to spring to life for thousands of years and helped humans make sense of the world. Explore how these compelling tales continue to shape society even today.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Philosophy: The Big Picture

Go on an exciting adventure covering over 2,500 years of history! Along the way, you'll run into some very strange characters, like the dirty barefoot man who hung out on street corners pestering everyone with questions, or that eccentric fellow who climbed inside a stove to think about whether he existed. Despite their odd behavior, these and other philosophers of the Western world are among the world's most brilliant and influential thinkers and originated the fundamental ideas of Western civilization. Introduction to Philosophy: The Big Picture asks some of the same questions these great thinkers pondered, so by the time you've "closed the book" on this course, you will better understand yourself and the world around you – from atoms to outer space and everything in between.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Reading and Writing for Purpose

This course introduces useful, real-world information by having students learn to read legal, insurance, employment, and vehicle related documents. Furthermore, students will explore media bias, trends in journalism, word structures, and research strategies. To entrench real-world applications, students will learn how to critically read, identify good sources of information, and create an outline, making this course an asset to building life and study skills.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Structure of Writing

This semester-long course focuses on building good sentences. Students will learn how to put words, phrases, and clauses together and how to punctuate correctly. They will start using sentences in short compositions. As an extra bonus, students will add some new words to their vocabulary, and they will practice spelling difficult words. Near the end of the course, students are to submit a book report. Early in the course, encourage students to start looking for the books they want to read for the book report. They might also preview the introduction to that lesson so they know what will be expected.

## The Lord of the Rings: An Exploration of the Films and Their Literary Influences

Hobbits, Orcs, wizards, dashing knights, and powerful elves are all part of the magic created in J.R.R. Tolkien's famously epic tale, The Lord of the Rings. For years, the vivid characters within this beloved story could exist only in the readers' minds—until it was adapted into a movie that allowed fans to finally see, through the eyes of Hollywood magic and brilliant technology, the manifestation of these characters onscreen. What does it take to transport these well-known images like Gollum and the Shire from dusty pages to the giant screen? In The Lord of the Rings: An Exploration of the Films and Its Literary Influences, you will see first-hand how classic literature can become modern film and bring the fantasy alive for a whole new generation of believers.

*Note: This course has 8 units and is recommended to be taught over a single semester.*

## Women's Studies: A Personal Journey Through Film

Maybe you grew up watching movies with female characters like Cinderella, Belle, Snow White, or Ariel. Maybe you've wondered why there are stereotypes about women being bad drivers or ignorant about sports. Maybe you want to know about feminism and the women's movement. Women's Studies: A Personal Journey Through Film can help you answer these questions. Though it focuses on the experience of women, it's appropriate for anyone who wants to learn to critically examine films while learning about the history of the women's movement and how gender, race, and social class influence us. Women have earned their right to stand up and be recognized as equal partners and reap the benefits of their hard work. As the anonymous quote goes, "History is Herstory too."



# Course Catalog



## World Religions: Exploring Diversity

From Taoism, to Islam, to Christianity, religion inevitably affects us all in some way. On one level, religion can help us commune with and honor our spiritual natures, but it can also divide people and create great strife in the world. World Religions: Exploring Diversity will explore the various characteristics of faith and introduce the fundamentals of the major religions, including Judaism, Islam, Christianity, Buddhism, Confucianism, Hinduism, Shintoism, and Taoism. You'll trace how these powerful faiths have influenced cultures over thousands of years and helped to shape the face of humanity. After this course, you'll have a clearer understanding of how religion continues to affect the larger world.

*Note: This course has 10 units and is recommended to be taught over 2 semesters, but can be accelerated to be completed within a single semester if desired.*

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 NGSS Aligned

800.447.5286

[info@edmentum.com](mailto:info@edmentum.com)