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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

<b>High School Credit/ Graduation Req. Satisfied</b> *New	<b>College Courses</b>	<b>Current PowerSchool Course Codes</b>	<b>Course Category</b>
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 1 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.