High School Course Selection Guide
Sampson County Schools

2026-2027

Hobbton High School
Lakewood High School
Midway High School
Sampson Early High School
Union High School

P.O. Box 439
437 Rowan Road
Clinton, NC 28328
www.sampson.k12.nc.us

In compliance with federal law, Sampson County Schools administers all state-operated educational programs, employment activities and admissions without discriminations because of race, religion, national or ethnic origin, color, age, military service, disability or gender, except where exemption is appropriate and allowed by law.

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A MESSAGE TO STUDENTS AND PARENTS

Sampson County Schools offers a curriculum that meets the individual needs of students whether they plan to enter the workforce, enlist in the military, or continue their education. Courses are designed to develop interests, knowledge, and skills while satisfying local and state graduation requirements. A comprehensive and flexible curriculum encourages students to explore a variety of career choices. For example, the Academic Program prepares students for college and career readiness for meeting college admissions requirements. Another option is the Career and Technical Education Program, which includes entry-level training in several different career pathways and provides a foundation for further study and training. The Exceptional Children's Program provides individualized education for students with identified special needs.

The North Carolina Standard Course of Study dictates courses offered by Sampson County Schools. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future our communities will be best positioned to compete successfully in the global economy.
Career and Technical Education (CTE) courses serve students by supporting a broad range of interests. The Course Management System provides a framework that includes course blueprints, curriculum guides, and a competency test item bank. Completing a CTE pathway enables students to enter the workforce or postsecondary education with essential technical knowledge and skills. https://center.ncsu.edu/nccte-cms/

In addition, Sampson County high schools provide a variety of additional learning opportunities. Advanced Placement (AP) courses are college-level courses taught by high school teachers either in the classroom or on-line. Students may enroll at local community colleges to take college-level academic, technical, and vocational courses. On-line providers such as North Carolina Virtual Public School (NCVPS) and others offer interesting and challenging courses. Additionally, the Career and College Promise Program (CCP) provides a link from high school to college with transition courses for both high school and college credit.

This 2026-2027 High School Course Selection Guide is developed to help students and their parents design a productive, interesting, and challenging high school program. Contained in this guide are course listings that include the prerequisites, school locations, grade levels, and brief descriptions for all courses offered in the county. Unless otherwise noted, all courses carry one unit of course credit. Students should review the guide thoroughly and exercise care in selecting courses best suited to their career pathways, needs, and interests. Please note that all information included in this guide is subject to change based on state and local policy adoptions and funding.
Course offerings at each high school may be different, depending on teacher availability and the number of course requests from students. All requests are considered in making the master schedule for the school.

PRINCIPALS RESERVE THE RIGHT TO DECLINE SCHEDULE CHANGE REQUEST AFTER THE START OF THE SCHOOL YEAR SINCE IT COULD AFFECT CLASS SIZE AND FUNDING.

The Sampson County Schools System is committed to educational equality opportunity. All courses, including Career and Technical Educational courses, are available to all students without regard to race, color, sex, religion, age, national origin, or handicapping condition.
The Sampson County Schools System is in compliance with the following federal laws: Title VI (elimination of discrimination regardless of race, color, and national origin); Title IX (elimination of discrimination regardless of sex); and Section 504 of the Rehabilitation Act of 1973 (placement of handicapped students in the least restrictive environment). The following persons are appointed coordinators in compliance with these laws: Title VI Coordinator – Assistant Superintendent for Personnel Services; Title IX Coordinator – Director of Personnel Services, and Section 504 – Exceptional Children's Director, Sampson County Schools, 437 Rowan Road Clinton NC 28328.
In compliance with federal law Sampson County Schools administers all state-operated educational programs, employment activities and admission without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law

Graduation Requirements

All students must complete a course of study and pathway in order to earn a high school diploma. Students must meet all of the requirements for their Course of Study. If these requirements are met prior to four years, the student may request to be an early exit graduate. The typical SCS graduate will finish with a minimum of 28 course credits. Students must complete 22 credits and all requirements to graduate. Beginning 2024-2025 students will be eligible to graduate with 22 credits in three years. A three year accelerated graduation application must be completed and signed by students' parents. Whether you would like to graduate in three or four years please utilize a school counselor in order to best customize your schedule and plan for post-secondary goals.

END-OF-COURSE (EOC) TESTS
End-of-Course tests are given for the following courses:
1. Math 1
2. Math 3
3. Biology
4. English II

Note: We are on a two-semester schedule. Each End-of-Course (EOC) exam counts twenty percent of a student's final grade. Students may not be exempted from any state required EOC. The Math 1 requirement may be waived in extreme situations for students who are identified as learning disabled in mathematics.

Grading Scale and Quality Points (QP)

Grade	Standard QP	Honors QP	Advanced Placement/College QP
A (90-100)	**4.0**	**4.5**	**5**
B (80-89)	**3.0**	**3.5**	**4**
C (70-79)	**2.0**	**2.5**	**4**
D (60-69)	**1.0**	**1.5**	**2**
F (below 60)	**0**	**0**	**0**

North Carolina Department of Public Instruction (NCDPI) recommends that school districts use the following conversion chart for courses taught outside of NC school districts or for courses that did not issue a numeric grade.

Letter Grade		Numeric Grade
A, A+, A-	**=**	**95**
B, B+, B-	**=**	**85**
C, C+, C-	**=**	**75**
D, D+, D-	**=**	**65**
F	**=**	**55**

The student/family has the option of supplying documentation of their numerical grade to school for entry on their report card and transcript 5 days after completion of the community college class. Otherwise, the converted grade using the NCDPI chart will stand.

Sampson Community College will award a letter grade and the above conversion chart will be utilized for final grades.. Students can elect to submit their actual numerical grade within 5 days of completing the course. Contact your SCC career coach or School Counselor for procedures to submit actual numerical grades.

Sampson County high schools, in compliance with state policy GCS-L-004, will use a weighted grade system to calculate each student's Grade Point Average (GPA). The course level determines the number of quality points awarded for grades for the course. All courses not identified as AP (advanced placement) or Honors carry Standard grade weight. The GPA is automatically calculated as numerical grades are recorded for each course.

The official high school GPA is calculated using grades earned from coursework taken after completion of the 8th grade. High school courses taken in middle school count for credit but are not calculated in the GPA.

All grades received from other institutions on a 7-point scale will be converted according to the chart below:

Grade Conversion

Letter Grade 7-Point Scale	10-Point Scale
A	
100	100
99	99
98	98
97	97
96	96
95	95
94	94
93	93
92	
91	
90	
B	
92	89
91	88
90	87
89	86
88	85
87	84
86	83
85	82
81	
80	
C	
84	79
83	78
82	77
81	76
80	75
79	74
78	73
77	72
71	
70	
D	
76	69
75	68
74	67
73	66
72	65
71	64
70	63
62	
61	
60	

Grade Level Unit Requirements

Promotion Standards

- 6 units, including one unit of English, are required for sophomore standing
- 13 units, including two units of English are required for junior standing. Students must also review and update their Career Development Plan (CDP) to obtain junior standing.
- 20 units, including three units of English, are required for senior standing
- 22 units, including all state requirements and SCS local pathway requirements must be completed to graduate.

Transfer students will be placed at the discretion of the principal.
Mid-year promotions will be granted only to students who are graduating in the same year. Fifth-year seniors may leave campus early after completing the required course(s) for graduation.

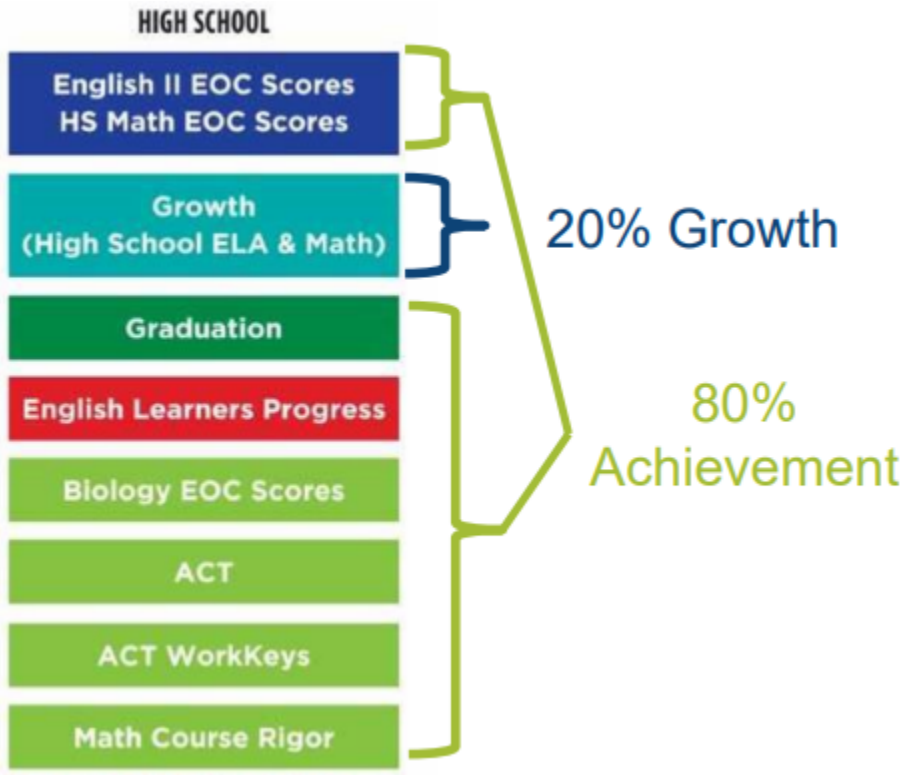
Credit Recovery

According to SCS Board Policy 3420 high school students who have failed a course have two options to earn credit for the course. They may:

● repeat the entire course. Beginning with the 2015-2016 school year, when a student initially fails a course and then successfully completes it the new grade will replace the original grade on the transcript in GPA calculations, class rank, and honor roll eligibility. OR

● retake parts of the course through credit recovery to earn credit for the course. Credit recovery delivers a subset of the blueprint of the original course in order to specifically address deficiencies in a student's mastery of the course and target specific components of a course necessary for completion. A pre-assessment of the student's understanding of the course material will be administered and the credit recovery will be tailored to meet the needs of the individual student. The length of credit recovery is dictated by the skills and knowledge the student needs to recover and not a fixed length of seat time. If the credit recovery course has an associated EOC exam and the student is going to retake it, the exam will be administered no later than 30 days upon completion of the credit recovery course. Beginning with the 2025-26 school year, students shall earn a numeric grade for credit recovery, which will be factored into the pre-existing incomplete or fail course grade on the student's transcript to a degree proportional to the percentage of the course completed through credit recovery, resulting in a new passing numeric grade for the course.

High School Accountability Model



Career Development Plan (CDP) Requirement

Under current North Carolina legislation (G.S. 115C-47 and G.S. 115C-81.1), all 8th-grade students are required to complete a Career Development Plan (CDP) in order to be promoted to 9th grade. This plan is an important part of each student's academic and career journey. Students will use NCCareers.org to create and manage their Career Development Plans. The CDP will also be reviewed again in 10th grade as part of the promotion process to 11th grade, ensuring that students remain on track toward their post-graduation goals.Parent Access: Parents and guardians can view their student's CDP by logging in through their student's account on NCCareers.org.

COURSE UNITS REQUIRED
Future-Ready Core Course of Study Credits Required for Students Entering 9th Grade for the first time in the 2012-2013 and After

Courses Required	State Requirements	Local Recommendation
English	4 sequential (English I, II, III, and IV)	4
Mathematics	4 (either Math 1, Math 2, Math 3 and a fourth math course aligned with the student's post-high school plan)*	4
Science	3 (a Physical Science course, Biology and Earth/Environmental science)	3
Social Studies	4 (including World History, American History, Founding Principles of the United States of America and North Carolina: Civic Literacy, Economic and Personal Finance	4
Health/P.E.	1 with successful CPR instruction	1
World Languages	Not required for high school graduation.	Not required
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education or Second Language; 4 must be from one of the following: Career and Technical Education, JROTC, Arts Education or any other subject area or cross-disciplinary course. Students entering Grade 9 for the first time in 2025-26 shall have at least one arts education course in grades 6-12. Students must complete the standard course of study (no local electives) for a given arts education course in its entirety to satisfy this requirement. After-school activities or partial courses do not fulfill this graduation requirement. Students who transfer into a public school unit beginning in the ninth grade or later may be exempt, if such a requirement would prevent a student from graduating with the graduation cohort to which the student was assigned when transferring. NOTE: Students entering Grade 9 in 2026-27 will have an additional requirement to take a credit in Computer Science. Electives will be reduced from 6 to 5.	10 to 11
Unit Concentration	As part of this core, the State Board of Education strongly recommends that local superintendents assist students in developing two or three-credit concentration focused on student interests and post-secondary goals. The concentration would provide an opportunity for the student to participate in a rigorous, in-depth, and linked study. The concentration would not limit a student's access to opportunities provided through Career and College Promise. Local superintendents or designees must approve student concentration.**	2 to 3
Total Credits	**22**	28

* A principal may exempt a student from this math sequence. Exempt students will be required to pass (1) Math 1 and 2 PLUS
(2) two additional courses identified on the NCDPI Math Options chart.

**Sampson County School Board policy states students must have a pathway to graduate high school

OCCUPATIONAL COURSE OF STUDY

Credits Required
(only available for certain students with disabilities who have an IEP)

Courses Required	State Requirements	Local Recommendations
English	4 (including English I, II, III and IV)	4
Mathematics	4 (Introduction to Mathematics, NC Math I, Financial Management Employment Preparation IV: Math (to include 150 work hours)	4
Science	3 (Applied Science, Biology, Employment Preparation I: Science (to include 150 work hours)	3
Social Studies	4 (Founding Principles of the United States of America and North Carolina: Civic Literacy, Economics and Personal Finance, Employment Preparation II: Citizenship 1A (to include 75 work hours), Employment Preparation II: Citizenship IB (to include 75 work hours)	4
Health/P.E.	1	1
Career/Technical	4	4
Employment Preparation	2 Additional Employment Prep: Employment Preparation III: Citizenship II A (to include 75 work hours) 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: 150 hours of school-based training work with activities and experiences that align with student's post school goals, and 225 hours of community-based training, and 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. Total work hours: 600	6
Electives	0	6
Other Requirements	Four Career/Technical Education Elective credits A career portfolio Completion of the student's IEP objectives	
Total Credits	**22**	**28**

PATHWAYS
Academic, World Languages, and the Arts

Math	Science	History	English	Community College
Foundational Courses: Honors PreCalculus Honors Calculus AP Calculus Honors Statistics AP Statistics SAT Prep SCC College Level Math Honors Math 4	**Foundational Courses:** Chemistry Anatomy Advanced Biology NCSSM Science Physics Honors Biology II AP Science (Biology) SCC Science	**Foundational Courses:** Turning Points Psychology Sociology AP History SCC History Honors Cold War Honors Holocaust	**Foundational Courses:** Yearbook AP English Language AP English Literature SCC English SAT Prep Honors Speech Honors Lit & Film	Any Combination of SCC Courses above and beyond what is required for Graduation.

Students must complete two to three credits in the same academic pathway. Additional academic courses may be offered on-line that fulfill this requirement. Any combination of AP courses above and beyond graduation requirements may be used to complete a Pathway. Please see your counselor for more information.

World Languages
Spanish I Spanish II Spanish III Honors Spanish IV Honors *2 levels of another World Language

Students must complete two language credits in their pathway. Two credits must come from one pathway to include a second level. The course may be in the same or different pathway. All level III and level IV classes may be awarded honors credit. NCVPS, SCC and online platforms World Language courses may be included in these pathways.

Visual Arts	Dance	Theater Arts	Music
Foundational Courses Art- Beginning Art- Intermediate* Art- Accomplished Art-Advanced	**Foundational Courses** Dance- Beginning Dance- Intermediate* Dance- Accomplished Dance-Advanced	**Foundational Courses** Theater Arts- Beginning Theater Arts- Intermediate* Theater Arts- Accomplished Theater Arts-Advanced	**Foundational Courses** Band/Vocal Music- Beginning Band/Vocal Music- Intermediate* Band/Vocal Music- Accomplished Band/Vocal Music-Advanced

**Represents the course that completes the pathway. Two credits must come from one pathway to include a second level. All Proficient and Advanced classes will be awarded honors credit. NCVPS, SCC and online platform art courses may be included in these pathways.*

CAREER & TECHNICAL EDUCATION

CTE Career and Technical Education
SAMPSON COUNTY SCHOOLS

Career Cluster

Pathway

Courses

- Prerequisite Course
- Concentrator Course*

Courses are listed in the required sequence.

*Concentrator Course- completes the pathway requirement for graduation.

Advanced Manufacturing

Technology Engineering & Design

Courses

- Technology Engineering & Design
- Engineering Design *

Supply Chain & Transportation

Automotive Service

Courses

- Automotive Service Fundamentals
- Automotive Service I
- Honors Automotive Service II *
- Honors Automotive Service III

Education

Early Childhood Development & Services

Courses

- Child Development
- Honors Early Childhood Education I*

Teaching/Training

Courses

- Honors Teaching as a Profession I
- Honors Teaching as a Profession II *
- Honors Teaching as a Profession Field Experience

Agriculture

Animal Systems

Courses

- Animal Science I
- Honors Animal Science II- Food Animal *
- Honors Veterinary Assisting

Plant

Courses

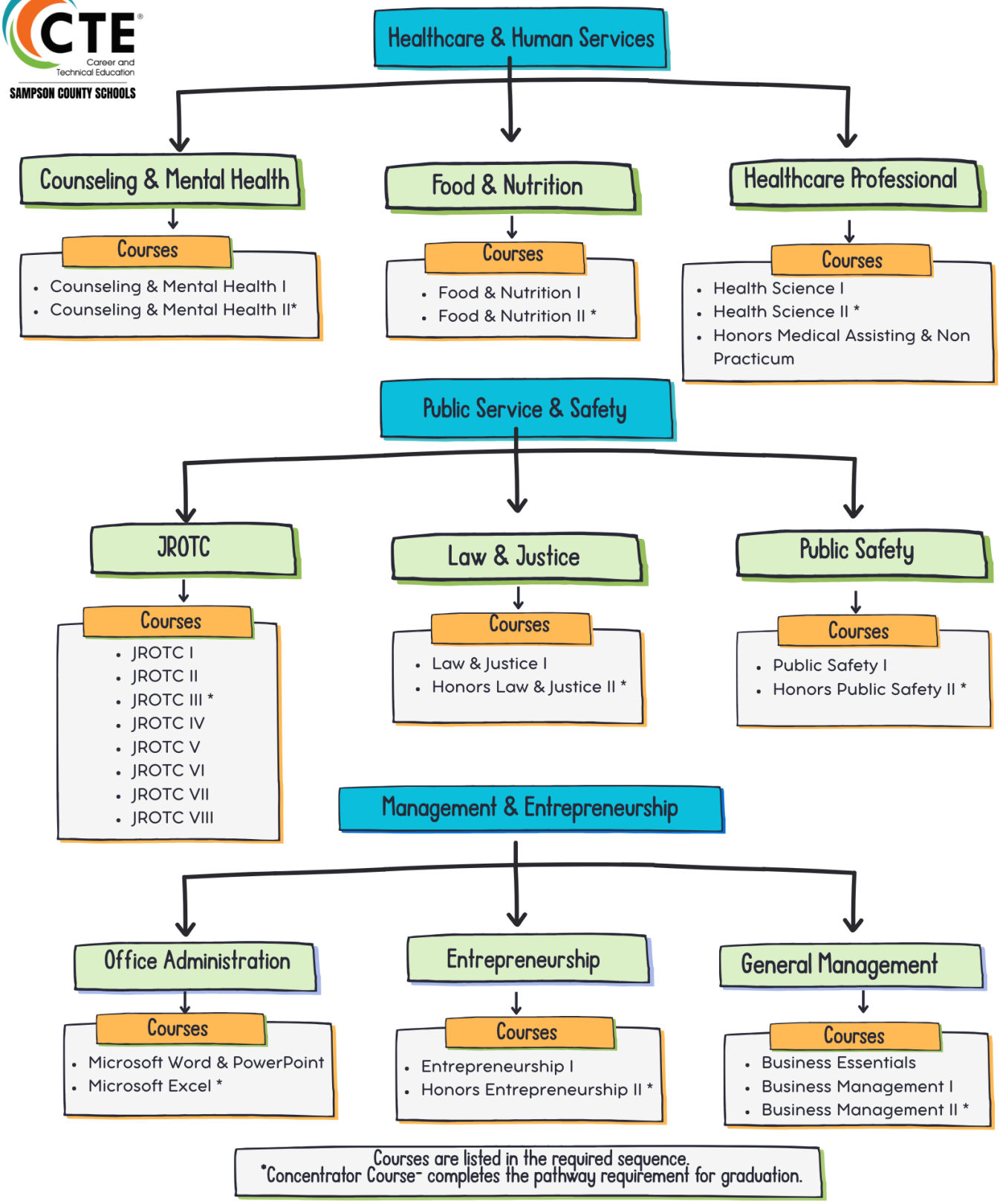
- Honors Horticulture I
- Honors Horticulture II - Plant *
- Honors Horticulture II- Landscape Construction *

Power, Structure, & Technical

Courses

- Agriculture Mechanics I
- Honors Agriculture Mechanics II *

CTE Career and Technical Education
SAMPSON COUNTY SCHOOLS



Energy & Natural Resources

Natural Resources

Courses

- Natural Resources I
- Natural Resources II *

Marketing & Sales

Marketing Management

Courses

- Marketing I
- Marketing II *

Sports & Event

Courses

- Sport & Event Marketing I
- Honors Sport & Event Marketing II *

Arts, Entertainment, & Design

Adobe Graphic Design

Courses

- Honors Adobe Visual Design I
- Honors Adobe Visual Design II*

Interior Design

Courses

- Interior Design I- Fundamentals
- Interior Design II- Studio *

Hospitality, Events, & Tourism

Hospitality & Tourism Management

Courses

- Hospitality & Tourism I
- Hospitality & Tourism II *

CAREER CLUSTER

↓

PATHWAY

↓

Courses

Students must complete a pathway with 1 course being a *Concentrator course.

The * under each pathway identifies the concentrator course for each pathway.

MORE!

Supplemental

Courses

- SparkNC Lab

Work-Based Learning

WBL courses provide students with hands on, real-world experiences that connect classroom instruction to career pathways. students should complete a pathway first.

Courses

- Honors CTE Advanced Studies
- CTE Pre-Apprenticeships
- CTE Internship
- CTE CCP

NORTH CAROLINA HIGH SCHOOL DIPLOMA ENDORSEMENTS

Students in North Carolina public schools may receive one or more endorsements on their high school diploma. These endorsements indicate that students have completed specific course concentrations preparing them to be ready for college or careers. The five endorsements 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 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.
● **Art Proficiency Endorsement** 40 hours of arts-related extracurricular activities
● **Citizens Proficiency Endorsement** questions asked of the civics portion of the USCIS Naturalization test
Note: Individual students may qualify for and earn more than one endorsement. Students are not required to earn an Endorsement in order to receive a diploma.

For more information on endorsements and requirements visit:
https://www.dpi.nc.gov/districts-schools/high-school-graduation-requirements/high-school-diploma-endorsement

HONOR SOCIETIES

CAREER & TECHNICAL EDUCATION HONOR SOCIETY

PURPOSE
· To honor students who have demonstrated superior academic achievement.
· To honor students who have exhibited outstanding leadership qualities in Career and Technical Education.

The prospective member must meet the following requirements:

- Complete four CTE classes, which must include a CTE Pathway.
- Have completed or enrolled in the 4th career pathway course during the senior year.
- Earn senior status.
- Earn a minimum grade of 90 in any CTE course by the end of the junior year.
- Earn a 3.0 or above weighted cumulative grade point average by the end of the junior year.
- Exhibit good conduct.

*Out-of school suspension prior to or following induction automatically terminates eligibility for membership.
Attend the induction ceremony unless an excused absence is granted by the principal.

ARTS HONOR SOCIETY

The purpose of the Arts Education Honor Society is to honor students who have exhibited outstanding leadership, creative, and performance qualities in Arts Education.

The prospective member must meet the following requirements:

- Complete at least 3 consecutive levels of one of the four arts clusters (Art, Dance, Music, Theater) offered at the secondary education level. At least 1 course must be an Honors level.
- Maintain an overall 3.0 or higher weighted cumulative grade point average by the induction ceremony. No grade replacement.
- Pass all high school courses including online and community college courses.
- Exhibit good and ethical behavior.
- Out of school (OSS) suspension prior to or following induction, automatically terminates eligibility for recognition.
- Attend the induction ceremony unless the principal grants an excused absence.
- Any student who does not maintain the aforesaid requirements shall be dismissed from the society.

SPANISH NATIONAL HONOR SOCIETY

The purpose of the Spanish National Honor Society is:
● To honor students who have demonstrated superior academic achievement in Spanish
● To promote a continuing interest in their studies

The prospective member must meet the following requirements:

- Complete the application process and pay membership dues
- Maintain a “B” in the study of Spanish for at least 3 semesters (No Grade Replacement)
- Be recommended by a Spanish teacher
- Exhibit good conduct and integrity
- Attend an induction meeting and maintain active membership in the society

*OSS prior to or following induction automatically terminates eligibility for membership.
*If a student receives ISS, the chapter and principal will determine if the student can maintain membership.

BETA Honor Society

The high school chapter of the BETA Honor Society shall conform to the National standards and SCS BETA Club by-laws. The purpose of the BETA Honor Society is to promote the ideals of:
● Academic achievement
● Character
● Service
● Leadership

The prospective BETA member must meet the following requirements:

- Be in the 10th or 11th grade
- Have a 3.75 cumulative weighted GPA for the previous academic year
- Accept the invitation; it will not be reissued.
- Must be inducted into the honor society

In order to remain in good standing, BETA members are required to:

- Maintain a 3.75 cumulative weighted GPA
- May not receive any ISS/OSS disciplinary actions
- May receive only one probation after induction; the 90 day probationary period may be imposed due to a decline in academics, club attendance, or community service requirements
- Must pay the fees associated with membership

UNIVERSITY OF NORTH CAROLINA SYSTEM ADMISSION REQUIREMENTS
https://www.northcarolina.edu/students/admission/#eligibility

Minimum Eligibility Requirements
For students entering in the Fall 2025 or Spring 2026 semesters:

- High School GPA: A minimum weighted GPA of 2.5.
- Standardized Test Scores: Students with a weighted High School GPA greater than or equal to 2.50 and less than 2.80 are required to submit a standardized test score (ACT or SAT).

For students entering in the Fall 2026 semester and beyond:

- High School GPA: A minimum weighted GPA of 2.5.
- Standardized Test Scores: Students with a weighted High School GPA greater than or equal to 2.50 and less than 2.80 are required to submit a standardized test score of a 17 or higher on the ACT or a 930 or higher on the SAT.

Please note that, while these are the minimum eligibility requirements for consideration, they do not guarantee acceptance.

In addition to meeting the minimum eligibility requirements, students need to have completed some core high school-level coursework. All UNC System universities require the courses listed below and consider how well students perform, including performance in national achievement tests.
For current coursework requirements visit: https://www.northcarolina.edu/students/admission/#first

NC Community Colleges
The growth of technical and community colleges within the state has made education beyond high school available to almost everyone in North Carolina. These institutions have an "open door policy," which admits anyone who is eighteen years old or older who meets admission requirements. However, this does not mean that individuals may apply and be admitted to any particular program they wish. Students meeting a 2.8 GPA at graduation are not required to take a placement test (multiple measures are in place). Several area community colleges offer two-year college transfer programs. Certain programs at these schools have specific high school requirements. Students should check early on the requirements for the program they plan to enter and take those required courses in high school.
https://www.nccommunitycolleges.edu/

NC COLLEGE CONNECT

NC College Connect is a program that offers North Carolina public high school students with a weighted GPA of 2.8 and above who meet NC College Connect requirements direct admission to select colleges and universities participating in the NC College Connect program.

Eligible students will see a tailored list of colleges and universities in their portal, and this list will reflect the specific institutions for which they meet the GPA requirements and any other specific admission criteria. Note, while the minimum weighted GPA for eligibility is 2.8, some participating institutions require a higher GPA for direct admission. This means that meeting the 2.8 GPA minimum does not guarantee direct admission to all NC College Connect institutions.

For more information on NC College Connect and to see current list of participating institutions visit:
https://www.cfnc.org/nc-college-connect/

NCAA DIVISION I & II FRESHMAN ELIGIBILITY STANDARDS
Students who aspire to be student athletes at Division I & Division II colleges should see their school counselors and coaches to become fully informed about freshman-eligibility standards for college. For more information, visit www.eligibilitycenter.org.

National Association of Intercollegiate Athletics
NAIA serves the interest of small colleges. For more information visit www.naia.org

WORK-BASED LEARNING OPPORTUNITIES

Guest speaker: Industry professionals who are invited to provide insight into their job experiences.

Career fair: An event that can occur at any educational level and typically provides hands-on demonstrations, activities, and interaction with employers who are providing information about their company or jobs in their industry sector.

Job fair: An event attended by job seekers at the secondary or post-secondary level. Employers and recruiters provide information about their company or organization to potential employees along with current job openings and required credentials for their positions.

Transition fair: An event designed for students with disabilities who are exiting high school. Community support organizations, post-secondary institutions, and employers provide information about opportunities and support for education, employment, and independent living.

Field trip (workplace tour): An offsite learning opportunity/experience for a class or small group of students to experience course-related experiences.

Job shadowing: A short-term educational experience that ranges in length from a half day to multiple days. It introduces a student or group of students to a specific job or career by pairing the student with an employee of a business, industry, or agency.

Mentoring: A program involves pairing a student (mentee or protégé) with a community professional (mentor) in a one-to-one relationship with the intent of providing first-hand experience in a career field/cluster of the student's choice.

Service learning: A work-based learning strategy that combines community service with career and technical education learning goals. Service learning can be short-term projects and can be individual, team, career technical student organization (CTSO), or classroom-oriented.

School-based enterprise: This enterprise mode of learning is integrated into a CTE course or CTSO, involves students in the creation and operation of a simulated or bona fide business on the school premises.

Internship: A highly structured, time-limited, credit-bearing, work-based learning experience where the student participates in the daily operations of a work site under the direct supervision of a business mentor.

Pre-apprenticeship: A credit-bearing recruiting and screening tool designed to prepare the student to succeed in a registered apprenticeship. It allows the employer and student the opportunity to determine if the apprenticeship is the right fit for the future apprentice.

Work Release: In compliance with board policy, Sampson County high school students will not be approved for work release.

CREDIT BY DEMONSTRATED MASTERY

Credit by Demonstrated Mastery (CDM) is a state Board of Education policy (GCS-M-001.13). CDM offers students in grades 6-12 the opportunity to personalize and accelerate their learning by earning credit for a high school course through demonstrating mastery of course content, without being required to complete classroom instruction or a certain amount of seat time. Students who wish to pursue CDM will need to show mastery of the content by completing two phases. In phase I, students must complete an exam of course content. In phase II, students must create a product/performance that exhibits a deeper understanding and application of course content.

Course Eligibility & Prerequisites Students may earn CDM for all high school courses in grades 9-12 and high school courses offered in middle school in grades 6-8. The following courses are **excluded** from CDM:

- Career and Technical Education (CTE) work-based learning course (co-op, internship, apprenticeship)
- CTE courses that have a clinical setting as a requirement of the course, such as Early Childhood Education I & II, and Nursing Fundamentals
- CTE Advanced Studies courses or any course without state technical standards
- English Learner (EL) courses
- Healthful Living required courses
- AP/IB courses
-

For courses offered in a predetermined sequence, a student may attempt to earn CDM for only the next course in the sequence. For example, if a student has taken Math 1 and would like to attempt CDM for Math 3, s/he would need to first successfully earn credit for Math 2, either through CDM or traditional enrollment in the course. For more information on CDM, go to Sampson County Schools website.

Academic Honors

A. COMPUTING CLASS RANKINGS

High school principals shall provide for the compilation of class rankings to be listed on student transcripts and may make class rank information available periodically to students and their parents or guardians and to other institutions at the request of the student or the student's parents or guardians. While high school principals may designate a valedictorian and salutatorian, the board encourages principals, with input from teachers, parents and students, to develop alternative or additional means for recognizing academic achievements.

Principals shall ensure that class ranking is computed in a fair and consistent manner with adequate notice to students and parents. The superintendent or principal shall provide written procedures on how students with equal grades, or grades that may be perceived as equal, will be treated. Nothing in this policy provides any legal entitlement to a particular class rank or title. Although the student grievance procedure may be utilized to formally resolve disputes, the board encourages parents, students and principals to informally reach a resolution on any matters related to class rank.

B. MARSHALS, VALEDICTORIANS AND SALUTATORIANS

Ten members of the junior class shall be selected as marshals for the graduation ceremony. In order to be selected as a marshal a student must be a junior academically in terms of the number of units of credit he or she has earned. Weighted grade point averages will be used in making these selections. In the event of a tie the average of the numerical grades for all courses through the 3rd term of the junior year will be used. The grades of the junior class shall be averaged after the completion of the 3rd term. The member of the junior class with the highest weighted grade point average at the end of the final grading term will be the chief marshal.

Due to the size of Sampson Early College High School's (SECHS) graduating class ten marshals are not selected. Beginning with the class of 2021, 10% of all 3rd year students shall be selected to serve as marshals based on the GPA criteria detailed above.

A valedictorian and salutatorian shall be chosen from the senior class based solely on academic achievement. The valedictorian is the student with the highest weighted grade point average in the class through the final grading period of the senior year. The salutatorian is the student with the second highest weighted grade point average in the class through the final grading period of the senior year. In the event of a tie the average of the numerical grades for all courses through

the final grading term of the senior year will be used. The seniors with the 10 highest grade point averages through the final grading period of the senior year shall be recognized at the graduation ceremonies.
Seniors in the 11th through 20th position who hold the same grade point average as the senior in the top 10 GPA ranking will be recognized as “Honors with Distinction.”
Beginning with the class of 2021. The valedictorian and salutatorian of SECHS shall be selected from the combined 4th and 5th year graduates based on GPA subject to the criteria detailed above.

SCS Board Policy 3450. Legal References: G.S. 115C-47, -276, -288; 116-11(10a); State Board of Education Policy GRAD-009 Adopted: February 23, 2009 Revised: June 30, 2015; June 28, 2017; October 23, 2017, May 2019, Nov 2019

Transfer Students

Students transferring into any Sampson County High School after the beginning of their freshman year will be required to adhere to the following guidelines concerning weighted grades:
a. All grades, weighted and unweighted, will be included on the student’s official transcript to determine GPA and class rank.
b. Transferring students are still eligible to be selected as Junior Marshals, Valedictorian, Salutatorian, Top Ten, etc. However, students will receive unweighted grades for honors or AP classes not offered at the individual Sampson County high school.

Progress Reports/Grades

Report cards will be released one week following the end of the grading period. Progress reports will be available at mid-point of each term to all parents. Students who strive for and attain academic excellence will qualify for one of four honor levels at the end of each term:

1. Superintendent’s list - A student must earn a 97 or greater in each course.
2. Principal’s List - A student must earn an “A or 90” in each course.
3. “A” Honor Roll - A student must earn a minimum average of 89.5. In addition, a student who earns less than a passing grade or one (1) incomplete in any course will not be eligible.
4. “B” Honor Roll - A student must earn a minimum average of 79.5. In addition, a student who earns less than a passing grade or one (1) incomplete in any course will not be eligible.

Examinations

1. Examinations will be given at the end of each semester covering the whole semester’s work in grades 9-12.

2. End-of-Course (EOC) tests will serve as final examinations in those courses that the state requires an EOC test.

3. CTE courses require a Proof of Learning. The Proof of Learning may be a State final exam, Credential exam, or a PBM (Performance-based Measurement).

4. Students may NOT be exempted from EOC tests, State Mandated Exams, or a CTE State post-assessment.
5. For all other courses:

a. If a high school student has an “A” average (90+) and has three (3) or fewer absences, he/she may be exempt from taking the exam in that course.

b. If a high school student has a “B” average (80-89) and has two (2) or fewer absences, he/she may be exempt from taking the exam in that course.

6. The examinations will count 20% of a semester grade.

7. Examinations in grades 9-12 will be a minimum of two hours in length or the state-mandated requirements for the EOC tests.

8. Prior to giving final exams, teachers will turn in a copy of each exam and project to the principal.

Absences

Criteria for an Absence to be Classified as Excused

1. All student absences shall be recorded and classified as either excused or unexcused. Any absence, which is not excused shall be classified as an unexcused absence.

2. Pursuant to regulations established by the NC State Board of Education, absences are excused if caused by one of the following reasons: (a) illness or injury; (b) quarantine; (c) death in immediate family; (d) medical or dental appointments; (e) court or administrative proceeding; (f) religious observances; (g) educational opportunities (prior approval of the principal required); (h) due to pregnancy and related conditions or parenting when medically necessary; and (i) student whose military parent/guardian has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting will be granted additional excused absences at the discretion of the superintendent.

3. In order to be counted present, a student must be present at least one-half of the school instructional day. Normally this would be from the beginning of the school day until 11:30 a.m. or from 11:30 a.m. until the end of the school day unless there are extenuating circumstances, which will be determined on a case by case basis by the principal. High School attendance is based on each class period. Students must attend at least 60 minutes of a 90-minute class in order to be counted present.

4. When a student has been absent or tardy a written statement is required from the parent informing the designated teacher of the reason for the absence or tardiness. Each note shall include the following: (a) the date of the note, (b) the exact date(s) of absence, (c) the specific reason for the absence, and (d) the signature of the parent. If a student has not brought a note for an absence by the end of the third day after returning to school the absence will be recorded as an unexcused absence.

Make-up Work

1. It is the responsibility of the student or parent to request missed assignments for any absence/tardy. Assigned work or tests missed during an absence/tardy must be made up by the student at the convenience of the teacher.

2. A student suspended from school must be permitted to take tests missed during the period of suspension.

Excessive Absences

1. In general, if the student's absences, excused and/or unexcused, become so excessive that make-up work cannot satisfy the requirements for course credit, academic penalties may be imposed
2. Maximum Number of Absences

a. High School Semester Courses: After three (3) absences, unexcused, are accumulated a warning notice will be sent by Blackboard Connection, first class mail to the student's parents. A second notice will be sent after six (6) absences.

b. High School Year Courses: Parents will be notified by first class mail when a student has accumulated 3, 6,10, 15 absences.

c. When a student has accumulated excessive absences the student his parents shall be notified of procedures by first class mail or other means by the school. A parent is expected to accompany the student to the conference with the committee.

d. At the conference the student may present evidence of extenuating circumstances. An extension granted by the attendance committee will be based upon the student's previous absences.

See Sampson County Schools Policy Code: 4400 Attendance for more information

Career and College Promise Requirements

Sampson Community College (SCC) and Sampson County Schools (SCS) have established a Career and College Promise Program, which allows qualified students to take courses. Under this agreement, Sampson County students who meet the requirements will have the opportunity to register for courses offered on the campus of Sampson Community College.

Students who wish to enroll in Sampson Community College (SCC) courses should be aware of the following:

1. Students must get the high school principal or his/her designee's approval prior to the registration for courses.
2. Students must take at least two courses on the high school campus each semester. (The Early College high school campus is located at SCC.) Exceptions must be board approved – Policy 3101
3. Arrival and departure times for those students participating in SCC courses will be determined by the high school administration
4. Students should be aware that the academic calendar and daily schedules for Sampson Community College and Sampson County Schools (SCS) might differ. In addition to classes meeting only two or three days per week Sampson Community College may have a different holiday calendar and some classes selected by students may meet after the dismissal time or before the start time for high schools. Students are advised to very carefully consider their extracurricular activities at high school as well as job and home expectations.
5. Students will not be allowed to be present on the high school campus without administrative approval when they are not scheduled to be in class.
6. Students must understand that enrollment in courses at Sampson Community College means that they come under the rules and regulations of Sampson County Schools and Sampson Community College. Students are expected to adhere to the rule of Sampson Community College regarding attendance, grades, behavior, etc. Appeals to their own high school on any Sampson Community College matter will be of no avail.

● Sampson Community College reports all grades in letter form for CCP students. These grades are converted to a numerical grade using the NCDPI chart located on page 3.
● Grades will be recorded on the student's high school transcript & included in the GPA calculations. Any course under three credit hours will be recorded on the transcript, but not calculated in the GPA.
● Students who withdraw or are dropped from an SCC class (after 10 days for 16-week class or 5 days for an 8, 5, or 4 week class) will receive a failing grade of 59 on their high school transcript.
● If you fail or are dropped from an SCC class, you will not be allowed to sign up for an SCC class the following semester. Exceptions at principals' discretion.
● If you drop or are dropped from a community college course that is one of your 4 block classes, you will be placed in the Learning Lab for the remainder of the semester during that block and will be responsible for all assigned work. (Students will receive a pass or fail for the lab but credit will not be calculated in GPA). This also includes the second mini-semester.
● All assignments will be graded based on community college grading policies.
● Students who decide to take any course less than 8 weeks ex. Introduction to Computer (CIS 110), will only be allowed to sign up for this course as a 5th period.
● A class period is defined as a 16-week course or two consecutive 8-week courses.
● Students must attend orientation at the college and pay the community college fee by designated date.
● Students are responsible for purchasing all required books and/or supplies for the course.
● Students are responsible for their own transportation to and from the college.
● Students must adhere to the college attendance policy.
● Students who are dropped by a community college must notify his/her school counselor.
● Students must communicate and check daily community college email.
● Students who have an honor code violation and are in Beta Club will be removed.

For more information and eligibility requirements visit this link to our partner institution, Sampson Community College: https://sampsoncc.edu/admissions-aid/admissions/apply-to-sampson/high-school-students-ccp/

Link to NC Community Colleges for more CCP information:
https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/career-and-college-promise

All students are encouraged to meet with their SCC Career Coach or School Counselor for more information regarding Career and College Promise.

CREDENTIALS

The NC Department of Public Instruction provides funding for credentialing exams that are tied to CTE public high school courses.

STANDARD, HONORS, AND ADVANCED PLACEMENT COURSES

Standard courses – Course content, pace and academic rigor follow standards specified by the North Carolina Standard Course of Study (NCSCoS). Standard courses provide credit toward a high school diploma and require the end-of-course test for those courses identified as such in the NC accountability program. Quality points for the GPA calculation are assigned according to the standard 4.0 scale and receive no additional quality points.

Honors courses – Course content parallels the curriculum offered in the corresponding standard class but is more demanding and has requirements beyond those of the standard course. Honors courses may be organized as separate classes or as extra projects or seminars supplementing a regular course.

Advanced Placement (AP) courses – Course content is designed to prepare students to take the College Board sponsored AP exam. Both high school and college teachers, under the direction of the College Board, develop this national curriculum. AP students are required to take and pay for the exam. Fee waivers are available for students who participate in the federally subsidized lunch program. If the student does not take the AP exam, the classroom final grade will be lowered one grade. Most universities award college credit based on AP exam scores, although their acceptable scores may differ. The weighting for AP courses shall be one quality point.

Advanced Placement, Honors, and Standard Courses Quality Point Scale

Honors and AP courses guidelines are developed by the State Department of Public Instruction and locally by district teachers to meet the needs of talented students. Students who take honors or AP courses should be committed to the pursuit of academic excellence demonstrated by superior effort and performance. In addition to completing all homework and class activities, they will be expected to devote extra, in-depth study time outside of class. These courses provide multiple opportunities for students to take greater responsibility for their own learning and are distinguished by a difference in the quality of the work expected, rather than merely by the quantity of the work required. Teaching strategies will include independent study, research, technology, experiential learning, and higher-level thinking skills. Multiple types of assessment, including student self-evaluation, will measure student progress. It is important for students to have exemplary attendance records, a history of superior grades, and unequivocal commitment of honesty and integrity. Honors and AP courses are open to students in grades nine through twelve. During the registration process teachers will recommend students with an A or B average in a prerequisite class to enroll in an honors section of the subject's next level. See department heads for specific information about each honors course.

Highly motivated academic students are encouraged to take honors and/or AP courses but are advised to remember that they carry a significantly heavier workload and may increase student stress. A student who has a part time job and is involved in extracurricular activities may not be able to successfully complete more than one or two advanced classes. Careful consideration by students and parents with guidance from the counselor is advised. The overall purpose of honors courses is to provide a more rigorous curriculum in which instruction is expanded and special activities focus appropriately on depth of content. Additional emphasis is placed on the application of content within each course and across related disciplines.

Honors activities may include required/advanced reading lists, required/advance writing assignments, and required study/projects. Honors courses require significantly more homework, writing, reading, and research than standard courses. Students should only enroll in honors courses if they have completed the appropriate prerequisites and choose to participate in a more rigorous course of study. Advanced Placement courses expose high school students to college level material. Students will study challenging subjects of interest in a variety of areas. The Advanced Placement program gives students the opportunity to show that they have mastered the college level material by taking the AP exam. Colleges and universities can then grant credit, placement, or both based on scores from exams. Advanced Placement courses require significantly more homework, writing, reading,and research than honors or standard courses. Students should only enroll in Advanced Placement courses if they have completed the appropriate prerequisites and choose to participate in a more rigorous course of study. On-line AP courses are year-long, and the number of courses may be dictated by the provider. Additional Advanced Placement information can be found at http://www.collegeboard.org.

The chart below highlights Advanced Placement and CCP courses that can be taken in the place of North Carolina graduation requirements because of the similarity of the curricula.

North Carolina Required Courses	AP and Community College Courses That Can Meet Requirements
Fourth Level Math	**Option 1:** MAT 143 Quantitative Literacy **Option 2:** MAT 152 Statistical Methods 1 **Option 3:** MAT 171 Pre-calculus Algebra **Option 4:** AP Calculus AB **Option 5:** AP Calculus BC **Option 6:** AP Statistics **Option 7:** AP Computer Science **Option 8:** Discrete Mathematics
English III	**Option 1:** AP Language and Composition **Option 2:** English 111 and 112 and English 231 or 232 (3 total courses)
English IV	**Option 1:** AP Literature and Composition **Option 2:** English 111 and 112 and English 241 or English 242 (3 total courses)
Earth and Environmental Science	**Option 1:** AP Environmental Science
A Physical Science Class	**Option 1:** AP Chemistry **Option 2:** AP Physics **Option 3:** Chemistry 151 and Chemistry 152 (2 total courses)
Biology	**Option 1:** AP Biology* **Option 2:** Biology 111 and Biology 112* (2 total courses)
World History	**Option 1:** AP World History **Option 2:** History 111 and History 112 (2 total courses)
American History	**Option 1:** AP US History** **Option 2:** History 131 and History 132 (2 total courses)
North Carolina Founding Principle of Civic Lit	**Option 1:** AP Government
Spanish I and II	**Option 1:** Spanish 111 and Spanish 112 (2 total courses)
Health and PE requirements	**Option 1:** Health 110 and PE 111 (2 total courses)

**Students taking AP Biology in place of the North Carolina created Biology course will still need to take the state required End-of-Course exam that was created for the NC Biology course.*

COREQUISITE COURSES

Advanced Placement courses may have an additional companion course requirement labeled as a Co-requisite. These may be offered in the neighboring semester or in a year-long format called a “Skinny.” In the Skinny format, students attend two year-long classes during one 90 min block/period for both Fall and Spring semesters. This type of scheduling allows for students to receive two course credits at the end of the school year. Students in Skinny courses must be registered in both courses for the entire school year. When Co-requisites are paired with an AP course, the teacher has the flexibility to focus on each course as needed to prepare for AP exams occurring in early May, while ensuring both course curriculums are fully covered by the conclusion of the spring semester. Students would be required to take all final exams at the end of the semester or school year for Skinny courses unless students are eligible for exam exemptions in accordance with board policy. The information presented or the practice gained in the co-requisite course is considered necessary for success in both courses.

DISTANCE LEARNING COURSES

On-line courses will be offered on campus during the school day. Strong computer skills are recommended. These courses may be available if the course is not offered at the high school or is not available due to a scheduling conflict. The courses are offered at no cost unless the student drops, withdraws, or fails the course. All students and parents are required to sign a contract prior to enrollment in the course. In some instances, students earn both high school and college credit for completed courses. Access to these courses is provided during the regular school day and an online course facilitator will assist students in the classroom.

North Carolina Virtual Public School
The purpose of the North Carolina Virtual Public School (NCVPS) is to provide courses that students are unable to take at their local schools by augmenting a local school's program of study. To accommodate schedule differences of students and teachers, courses will be available during the school day and outside of the school day. Both teachers and students may access courses from school, home, and other locations with an appropriate internet connection.

NCVPS will provide students with expanded academic options by offering online courses and online services such as test preparation and career planning services. To accommodate student needs and provide optimal flexibility. NCVPS online offerings are designed for an appropriate combination of synchronous and asynchronous delivery, affording students access to their courses 24 hours a day, seven days a week.

NCVPS also offers accelerated course offerings. Accelerated offerings are full-length course offerings designed for students who wish to take an additional course of credit during the regular school year and summer session. Summer session courses are offered on an accelerated pacing schedule and require students to maintain the scheduled course pace throughout the 8-week term of the summer course. The online website is www.ncvps.org

Edgenuity
Edgenuity is additional online platforms used in Sampson County that will augment a student's local school program of study. The online website is www.imaginelearning.com

Edmentum
Edmentum is additional online platforms used in Sampson County that will augment a student's local school program of study. The online website is www.edmentum.com

What is required to be successful for online NCVPS, and Edmentum?
- Students need to possess strong reading and comprehension skills
- Students need to feel confident in their ability to express thoughts and ideas in writing
- Students need to be proficient at monitoring their own progress, keeping up with assignments, and meeting deadlines
- Students need to have a quiet and personal space for studying that is free from distractions such as television
- Students taking online classes from home need to have reliable internet access
- Students need to have friends and family members that are supportive of the decision to take an online course.

Additional distance learning opportunities may be available through North Carolina School of Science and Math. Contact your school counselor for additional information.

2026-2027 COURSE OFFERINGS
FOR SAMPSON COUNTY HIGH SCHOOLS

Many courses may have honors versions and, thus, be coded as honors courses and weighted accordingly. Please see your counselor or appropriate teacher.

Additional courses may be offered on-line or through Sampson Community College courses. See your counselor.

AGRICULTURAL EDUCATION

Animal Science I	Sustainable Agriculture Production I	CTE Internship
Honors Animal Science II	Sustainable Agriculture Production II	CTE Advanced Studies
Agricultural Mechanics I	Horticulture I	CTE Apprenticeship
Honors Agricultural Mechanics II	Horticulture II - Plant Production	Natural Resources I
Honors Veterinary Assisting	Horticulture II- Landscape Design	Natural Resources II - Forestry

ARTS EDUCATION

Beginning Vocal Music	Honors Accomplished Band Fall	Honors Accomplished Art	Honors Accomplished Dance
Intermediate Vocal Music	Honors Accomplished Band Spring	Honors Advanced Art	Honors Advanced Dance
Honors Accomplished Vocal Music	Honors Advanced Band Fall	Beginning Theater Arts	Beginning Dance
Honors Advanced Vocal Music	Honors Advanced Band Spring	Intermediate Theater Arts	Intermediate Dance
Beginning Band Fall	Color Guard	Honors Accomplished Theater Arts	Wind Ensemble
Beginning Band Spring	Jazz Band*	Honors Advanced Theater Arts	
Intermediate Band Fall	Beginning Art	Technical Theater*	
Intermediate Band Spring	Intermediate Art		

All proficient and advanced courses in Arts Education are honors level.

BUSINESS, FINANCE, AND MARKETING EDUCATION

Business Essentials	Marketing I	CTE Advanced Studies
Business Management I	Marketing II	CTE Internship
Business Management II	Sport and Event Marketing I	CTE Apprenticeship
Entrepreneurship I	Honors Sport and Event Marketing II	
Honors Entrepreneurship II		

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY EDUCATION

Microsoft Word and PowerPoint	CTE Advanced Studies
Microsoft Excel	CTE Internship (Help Desk Intern)
Honors Adobe Visual Design I	CTE Apprenticeship
Honors Adobe Visual Design II	

ENGLISH

English I	Honors Speech I
English II	AP Language
English III	Yearbook Fall
English IV	Yearbook Spring

FAMILY AND CONSUMER SCIENCES EDUCATION

Foods & Nutrition I	Child Development	CTE Advanced Studies
Foods & Nutrition II	Honors Early Childhood Education I	CTE Internship
Counseling and Mental Health I	Interior Design Fundamentals I	CTE Apprenticeship
Counseling and Mental Health II	Interior Design Studio II	Honors Teaching as a Profession I
Hospitality & Tourism Management I		Honors Teaching as a Profession II
Hospitality & Tourism Management II		Honors Teaching as a Profession FIeld Experience

HEALTH SCIENCE EDUCATION

Health Science I	Health Science II	Honors Medical Assisting
CTE Advanced Studies	CTE Apprenticeship	CTE Internship

HEALTH AND PHYSICAL EDUCATION

Health, Physical Education and Safety	Advanced Physical Education I	Physical Fitness I

MATHEMATICS

Foundations of Mathematics	NC Math 3
NC Math 1	NC Math 4+
NC Math 2	Pre-Calculus+

+Counts for 4th UNC Math credit requirement

MILITARY SCIENCE

Army JROTC I	Army JROTC V
Army JROTC II	Army JROTC VI
Army JROTC III	Army JROTC VII
Army JROTC IV	Army JROTC VIII

OCCUPATIONAL EDUCATION

English I	Financial Management	Employment Preparation I Science
English II	Founding Principles of US and NC Civic Literacy	Employment Preparation II Citizenship 1A & 1B
English III	Economics and Personal Finance	Employment Preparation III Citizenship 2A & 2B
English IV	Applied Science	Employment Preparation IV Math
Introduction to Mathematics	Biology	
Math 1		

SCIENCE

Earth/Environmental Science	Chemistry
Physical Science	Anatomy and Physiology
Biology	Physics

SOCIAL STUDIES

World History	American History: The Founding Principles Civics and Economics	AP Government and Politics
American History	AP US History	Economics and Personal Finance
	Turning Points in American History	Honors Holocaust & Genocide

TRADE AND INDUSTRIAL EDUCATION

Public Safety I	Automotive Service I	Law & Justice I
Honors Public Safety II	Honors Automotive Service II	Honors Law & Justice II
Technology Engineering and Design	Honors Automotive Service III	CTE Advanced Studies
Engineering Design	Automotive Service Fundamentals	CTE Internship
		CTE Apprenticeship

EXTENDED CONTENT

English/LA 1, II, II, and IV	Life Science	Founding Principles of the United States of America and North Carolina: Civic Literacy
Financial Management I, II	Biology A	American History
NC Math 1 A	Biology B	World History
NC Math I B	Economics and Personal Finance	NC Vocational Preparation
NC Health and Safety and Independent Living	Health and Physical Education	

WORLD LANGUAGES

Spanish I	Spanish II	Spanish III (In Class or NCVPS)	Spanish IV (In Class or NCVPS)

OTHER CREDIT PROGRAMS

Broadcast Media and Technology	Teacher Cadet I, II	Peer Group Mentoring (PGC)
Office Management /or/ Media Assistant (a non-credit course)	AVID Elective	SparkNC

COURSE DESCRIPTIONS

The following pages provide descriptions of all courses offered in Sampson County high schools. Most courses are offered in all schools, but some are offered only at designated schools. In parentheses beside the course name are the high schools in which the course is taught (H-Hobbton, L-Lakewood, M-Midway, U-Union). Online courses may be provided through the North Carolina State Virtual Public School (designated NCVPS) or Sampson Community College. See counselor or career development coordinator for a list of available courses online.

Some courses are offered at different levels of study: standard, honors, and advanced placement. An individualized education program outlines instruction for each student. Standard classes are designed for students planning to attend a four-year college or university, a community college, the workforce, or military. Honors and Advanced placement courses are designed for those students who wish to pursue a more rigorous curriculum.

Unless otherwise noted, all standard courses carry one unit of course credit. Many courses may have honors versions and, thus, be coded as honors and weighted accordingly. Additional courses may be offered on-line or through Sampson Community College courses. See your counselor

AGRICULTURAL EDUCATION

ANIMAL SCIENCE I (H, L, M, U)
Prerequisite: None
Explore the impact animal physiology has on animal nutrition and health. Identify animals using physical traits and characteristics. Implement best management practices to select healthy animals.

HONORS ANIMAL SCIENCE II - FOOD ANIMAL (H, L, M, U)
Prerequisite: Animal Science I
Expand knowledge of animal anatomy and physiology and utilize genetics to improve animal performance. Formulate nutrition plans to produce food animals and design facilities to manage animal production systems. Develop an understanding of veterinary terminology and practices.

AGRICULTURAL MECHANICS I (H, L, M, U)
Prerequisite: None
Develop knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. Identify day-to-day maintenance and repair needs of agricultural mechanics equipment. Generate knowledge of agricultural mechanics safety and hand/power tool use and selection. Develop an understanding of electrical wiring and basic agricultural metal and wood fabrication.

HONORS AGRICULTURAL MECHANICS II (H, L, M, U)
Prerequisite: Agricultural Mechanics I
Understand metal fabrication technology to implement hot/cold metal working skills and technology, advanced welding and metal cutting skills. Build non-metallic agricultural fabrication techniques. Utilize tools and equipment safely to work with plastics, plumbing, concrete, and masonry.

HORTICULTURE I - INTRODUCTION TO PLANTS (H, L, M, U)
Prerequisite: None
Grow your knowledge of plant biology and environmental conditions plants need to thrive. Cultivate plant identification skills and experiment with propagation and production practices.

HORTICULTURE II – PLANT PRODUCTION (H, L, M, U)
Prerequisite: Horticulture I
Cultivate skills related to greenhouse, nursery, floral, and edible plant production, and maintenance practices. Experience the requirements to grow and maintain healthy plants and floral products through work-based learning opportunities.

HORTICULTURE II- LANDSCAPE CONSTRUCTION (L, U)
Prerequisite: Horticulture I
Cultivate skills related to greenhouse, nursery, floral, and edible plant production, and maintenance practices. Experience the requirements to grow and maintain healthy plants and floral products through work-based learning opportunities.

NATURAL RESOURCES I (L, U)
Prerequisite: Foundation of Agriculture Recommended
Develop knowledge of renewable and non-renewable natural resources in an agricultural education setting. Explore forestry and wildlife habitat management procedures through hands-on activities. Practice skills and methods used to evaluate and classify soils. Examine land use regulations to support environmental quality.

NATURAL RESOURCES II (L, U)
Prerequisite: Natural Resources I
Examine best management practices and sampling techniques to support natural resource conservation. Develop forestry identification and management skills. Discover prescribed conservation techniques to enhance forestry and wildlife habitats and explore a variety of natural resources and recreational opportunities.

NATURAL RESOURCES II - Forestry (U)
Prerequisite: Natural Resources I
Explore forest cultivation, conservation and management, and timber harvesting and processing to prepare students for a career in the forestry industry. Implement skills in tree identification and timber measurement. Develop forestry knowledge and skills to attain an industry recognized credential.

SUSTAINABLE AGRICULTURE PRODUCTION I (M)
Prerequisite: None
Investigate the increasingly complex world of producing enough food and fiber to meet the growing world demand through exploration activities. Examine the ecological balance to conserve natural resources in a local and global setting. Implement environmentally sound practices for various facets of agricultural production such as agroforestry, foods safety, and the farm-to-fork continuum.

SUSTAINABLE AGRICULTURE PRODUCTION II (M)
Prerequisite: Sustainable Agriculture Production I
Enhance knowledge of 21st century agriculture through the continued exploration of renewable energy, precision agriculture biotechnology and sustainable agriculture breeding programs in an experiential setting. Implement production methods to sustain a growing population in the areas of bees, aquaponics, mushrooms, and vermicomposting. Facilitate the business & marketing aspects of ag production and convey food safety practices in each facet of agriculture production.

HONORS VETERINARY ASSISTING (M)
Prerequisite: Animal Science II (Designed for 11th or 12th grade students with an interest in animal medicine)
Develop the skills, techniques, and knowledge to earn a veterinary assistant credential. Perform proper veterinary practice management and client relations through hands-on skills. Formulate veterinary medical dosages using appropriate medical terminology. Establish animal handling skills in practicum settings and establish surgical and radiological procedures through skill-based scenarios.

CTE INTERNSHIP (H, L, M, U)
Prerequisites: None
Prepare for postsecondary education and future careers through observation and participation in the daily operations of a career in a general career field. Experience real-world application of job tasks acquired by utilizing durable employability skills in an authentic workforce activity. Gain the knowledge and skills for careers in the pathway.

CTE ADVANCED STUDIES (H, L, M, U)
Prerequisite: Two technical credits in one Career Pathway
Prepare for postsecondary education and future careers through analysis and research of selected career pathway. Experience real-world application of course/pathway content through a work-based learning lens acquired by utilizing employability skills in an authentic workforce activity. Evaluate and plan for a postsecondary career while educating others. Gain the knowledge and skills for careers in the pathway of choice

CTE PREAPPRENTICESHIPS (H, L, M, U)
Prerequisite: None
Perform the job duties and related education required as an employed apprentice in a career field registered by ApprenticeshipNC. Experience real world application of technical skills, employability skills, and related education in an authentic workforce environment. Evaluate and plan for a postsecondary career cluster/pathway culminating in a State Certificate and a National Journeyworker Certificate issued by the USDOL. Gain the knowledge and skills for careers in the pathway of choice.

ARTS EDUCATION

DANCE

BEGINNING DANCE (L, M, U)

Prerequisite: None

Beginning High School Dance standards are designed for students with no or limited K-8 progression in dance education. Beginning Dance explores movement as a creative art form. Student learning includes opportunities to develop kinesthetic awareness, proper body alignment, physical strength, flexibility, endurance, and care of the dance instrument while exploring improvisational and expressive movement, and basic modern dance technique. Dance elements and basic principles of composition are studied and practiced. Through dance ensemble work, students use creative and critical thinking skills to create and communicate meaning through dance movement. Students experience the role of both choreographer and dancer and have opportunities to present their work. Through the study of dance in various cultures and historical periods, students broaden their understanding of dance as an art form. Students will explore a variety of career opportunities in dance as well as connections with other art forms and subject areas. Students will create a portfolio, which contains written and/or visual examples of their work.

INTERMEDIATE DANCE (L, M, U)

Prerequisites: Proficiency inventory and/or teacher recommendation

Intermediate High School Dance standards are designed for those students who have had a complete K-8 progression in dance education or who have achieved beginning level high school standards for dance. Intermediate Dance emphasizes students' acquisition of intermediate movement skills and refined motor control through the study of various modern dance techniques. Students learn to take responsibility for their personal health and to care for their dance instrument. Through dance ensemble work, students continue to explore improvisation, dance elements, and composition as both dancer and choreographer. Students present the skills they have learned to selected audiences and learn basic technical/theatrical skills for dance production. Students extend their understanding of dance as an art form through a consideration of aesthetic and philosophical perspectives. Further awareness is enhanced through the study of dance history, the exploration of dance through a variety of cultural contexts, and dance as a career choice as outlined in the North Carolina Arts Education Essential Standards. Students will maintain a portfolio, which contains written and/or visual examples of their work.

HONORS ACCOMPLISHED DANCE (L, M, U)

Prerequisites: Proficiency inventory and/or teacher recommendation

Proficient High School Dance standards are designed for those students who have achieved intermediate level dance standards at the high school level. Students must meet criteria set forth by the Sampson County Schools Arts Educators and receive teacher approval. Proficient Dance is a continuation of the fundamentals of dance movement taught in Beginning Dance and Intermediate Dance, with an emphasis on the techniques and performance of modern dance, including a more detailed study of composition and choreography. Proficient Dance students demonstrate a commitment to personal fitness and to attaining an advanced level of technical skill while performing with greater fluency, precision, and articulation. Students combine the use of improvisation, dance elements, choreographic principles, and technical/theatrical elements to explore the creation of meaningful dance compositions. Students communicate personal feelings, thoughts, ideas, and concepts, through the skillful use of dance movement and present their choreography to selected audiences. Through the use of aesthetic criteria, students analyze and evaluate in a constructive manner the impact of their own choreography and the work of others. Students create interdisciplinary projects and continue their study of dance through cultural and historical viewpoints. Instruction will follow the North Carolina Arts Education Essential Standard. Students will maintain a portfolio that contains written and/or visual examples of their work.

HONORS ADVANCED DANCE (L, M, U)

Prerequisites: Proficiency inventory and/or teacher recommendation

Advanced High School Dance standards are designed for those students who have achieved proficient level dance standards at the high school level. Students must meet criteria set forth by the Sampson County Schools Arts Educators and receive teacher approval. Advanced Dance is a continuation of the fundamentals of dance movement taught in Beginning, Intermediate, and Proficient Dance, with an emphasis on the techniques and performance of modern dance, including a more detailed study of composition and choreography. Advanced Dance addresses the competency goals and objectives of the North Carolina Essential Standards for Advanced Dance and provides additional extensions of these goals and objectives as a foundation for advanced technique building and the refining of skills in both choreography and performance. Students apply their creative and technical knowledge and skills, and use expanded aesthetic criteria to analyze, synthesize, and evaluate their own choreography as well as works of others. Students strive to clearly express ideas as they examine the creative process of integrating movement with choreographic intent. Studies include the purposes of dance, dance genres and styles, artistic conflicts and resolutions, innovations, social issues, technological applications, and significant contributors to dance. Students learn to assess personal health and fitness, develop and achieve personal goals, and integrate knowledge and skills with a variety of other content areas.

MUSIC

BEGINNING VOCAL MUSIC Fall (M)
BEGINNING VOCAL MUSIC SPRING (M)
INTERMEDIATE VOCAL MUSIC Fall (M)
INTERMEDIATE VOCAL MUSIC SPRING (M)
ACCOMPLISHED VOCAL MUSIC FALL (M)
ACCOMPLISHED VOCAL MUSIC SPRING (M)
ADVANCED VOCAL MUSIC FALL (M)
ADVANCED VOCAL MUSIC SPRING (M)

Fall and Spring
Prerequisite: None
Vocal Music Chorus courses are offered to give students a vocal music performance education unit. The course is designed to allow students the opportunity to develop basic musical skills through singing, as well as an appreciation for different musical styles, including tone production, rhythms, scale studies, music theory, and composition. Students have opportunities for public performances throughout the year. Performances during the week and weekend, as well as after-school rehearsals, are required and are part of the grade for the course. A uniform dress code will also be required for performances. Proficient and Advanced Vocal Music are honors versions and will be coded and weighted accordingly. Vocal Music addresses the competency goals and objectives of the North Carolina Essential Standards for Music.

BEGINNING BAND FALL (H, L, M)
BEGINNING BAND SPRING (H, L, M)

Prerequisite: Prior band instruction and/or teacher recommendation
Beginning High School Band standards are designed for students with no or limited K-8 progression in band education. This is a performing and education unit designed to give band students the opportunity to develop basic musical skills as well as an appreciation for different musical styles. Basic music history and theory are also covered. Performances during the week and weekends, as well as after-school rehearsals, are required and are part of the grade for the course. A uniform dress code will be required for performances. Some schools may require students to enroll in both fall and spring band.

INTERMEDIATE BAND FALL (H, L, M)
INTERMEDIATE BAND SPRING (H, L, M)

Prerequisite: Prior band instruction and/or teacher recommendation
Intermediate high School Band standards are designed for those students who have had a complete K-8 progression in band education or who have achieved beginning level high school standards for Band. This is a performing and educational unit designed to give band students the opportunity to continue developing basic musicianship skills as well as an appreciation for different music styles. Basic music history and theory are also covered. Performances during the week and weekends, as well as after-school rehearsals, are required and are part of the grade for the course. A uniform dress code will be required for performances. Some schools may require students to enroll in both fall and spring band.

HONORS PROFICIENT BAND FALL (H, L, M)
HONORS PROFICIENT BAND SPRING (H, L, M)

Prerequisites: Teacher recommendation
Proficient High School band standards are designed for those students who have achieved intermediate level B and standards at the high school level. Students must meet criteria set forth by the Sampson County Schools Arts Educators and receive teacher approval. This is a performing and educational unit designed to give band students the opportunity to continue developing advanced musicianship skills as well as an appreciation for different musical styles. Advanced music history and theory are also covered. Students will exhibit an understanding of and advanced proficiencies in performance conduction, listening, appreciation, history, analyzing, and research, culminating in written reports, composing, performing, and use of current technology. Proficient Band addresses the competency goals and objectives of the North Carolina Essential Standards for Instrumental Proficient Music and provides extensions of these goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, and research culminating in written reports. Performances during the week and weekends, as well as after-school rehearsals, are required and are part of the grade for the course. A uniform dress code will be required for performances. Some schools may require students to enroll in both fall and spring band.

HONORS ADVANCED BAND FALL (H, L, M)
HONORS ADVANCED BAND SPRING (H, L, M)

Prerequisites: Teacher Recommendation
Advanced High School Band standards are designed for those students who have achieved proficient level B and standards at the high school level. Students must meet criteria set forth by the Sampson County Schools Arts Educators and receive teacher approval. This is a performing and educational unit designed to give band students the opportunity to continue developing advanced musicianship skills as well as an appreciation for different musical styles. Advanced music history and theory are also covered. Students will exhibit an understanding of and advanced proficiencies in performance conducting, listening, appreciation, history, and analyzing, and research culminates in written reports, composing, performing, and use
of current technology. Advanced Band addresses the competency goals and objectives of the North Carolina Essential Standards for Instrumental Proficient Music and provides extensions of these goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, and research culminating in written reports. Performances during the week and weekends, as well as after-school rehearsals, are required and are part of the grade for the course. A uniform dress code will be required for performances. Some schools may require students to enroll in both fall and spring band.

MUSIC SPECIALIZATION: HONORS ACCOMPLISHED JAZZ BAND (M)
MUSIC SPECIALIZATION: HONORS ADVANCED JAZZ BAND (M)
Prerequisites: Middle and/or High School Band experience, AND Band Director Approval. Students who register for this course must also be registered for Band Fall AND Spring during the same school year. This course will be supplemental to the regular Band Fall and Spring curriculum. This course is open to band students who have completed all prerequisite coursework and are currently registered for the required band courses. Admission to this course will be based upon Band Director approval of all students including students who play specialty instruments, such as bass guitar, guitar, piano, etc. This course focuses on the study and performance of music of various jazz styles. Students will also exhibit an understanding of and advanced proficiencies in performance, conducting, listening, appreciation, history, and analyzing, and research culminates in written reports, composing, performing, and use of current technology. Music Specialization: Jazz Band addresses the competency goals and objectives of the North Carolina Essential Standards for Instrumental Proficient and Advanced Music and provides extensions of these goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, and research culminating in written reports. Performances during the week and weekend, as well as after-school rehearsals, are required and are part of the grade for the course. A uniform dress code will be required for performances.

COLOR GUARD (H, L, M)
Prerequisite: Audition
Color Guard explores movement as a creative art form. Student learning includes opportunities to develop kinesthetic awareness, proper body alignment, physical strength, flexibility, and endurance. Students will also explore improvisational and expressive movement, and basic dance technique. Through ensemble work, students use creative and critical thinking skills to create and communicate meaning through movement. Students experience the role of both choreographer and performer and have opportunities to present their work. This performing and educational unit is designed to accompany the band during performances. Performances during the week and weekend, as well as after-school rehearsals, are required and are part of the grade for the course. A uniform dress code will be required for performances.
Color Guard standards are designed for students with limited training and are chosen after an audition with the director.

THEATER ARTS
BEGINNING THEATER ARTS (H, M)
Prerequisites: None
Beginning High School Theatre Arts standards are designed for students with no or limited K-8 progression in Theatre Arts education. This course introduces students to basic dramatic techniques, to drama, and to its history and development. Students read and discuss plays, study techniques of acting and theatrical production, and may include participation in performances.

INTERMEDIATE THEATER ARTS (H, M)
Prerequisites: Teacher Recommendation
Intermediate High School Theater Arts standards are designed for those students who have had a complete K-8 progression in Theatre Arts education or who have achieved beginning level high school standards for Theatre Arts. Intermediate Theater Arts builds on skills and understanding developed in Beginning Theater Arts. Students have opportunities to direct others in theatrical performances; write scripts for performance and objectively critique scripts; design, illustrate, and make simple costumes; publicize and promote theatrical productions; and manage the school box office.

HONORS ACCOMPLISHED THEATER ARTS (H, M)
Prerequisites: Teacher Recommendation
Proficient High School Theatre Arts standards are designed for those students who have achieved intermediate level Theatre Arts standards at the high school level. Students must meet criteria set forth by the Sampson County Schools Arts Educators and receive teacher approval. Proficient Theatre Arts is an advanced continuation of Beginning Theatre Arts and Intermediate Theatre Arts. This course involves additional in-depth application of theatre arts knowledge, skills and process. Theatre study at this level places a greater emphasis on the execution of skills, ensemble work, and collaboration with other student artists. Project based learning is used to assess the student's performance.

HONORS ADVANCED THEATER ARTS (H, M)
Prerequisites: Teacher Recommendation
Advanced High School Theatre Arts standards are designed for those students who have achieved proficient level Theatre Arts standards at the high school level. Students must meet criteria set forth by the Sampson County Schools Arts Educators and receive teacher approval. Advanced Theatre Arts is for students who wish to complete the broad-based study of theatre arts. Advanced Theatre Arts involves more independent study and increased production responsibilities. Analysis of theatre processes, self-motivation, personal discipline, and more demanding projects are emphasized.

THEATER ARTS SPECIALIZATION: TECHNICAL THEATER
BEGINNING TECHNICAL THEATER (M)
INTERMEDIATE TECHNICAL THEATER (M)
HONORS ACCOMPLISHED TECHNICAL THEATER (M)
HONORS ADVANCED TECHNICAL THEATER (M)
Prerequisites: None
Course Description: Theater Arts Specialization- Technical Theatre focuses on the knowledge and skills in the technical elements of play production. Students will learn about theater organization, management, and operation and display stage craft knowledge and skills. Emphasis will be placed on scenic design, lighting and lighting design, and sound. There will be an in-depth study of safety factors and OSHA requirements. Performances during the week and weekend, as well as after-school rehearsals, may be required and are part of the grade for the course.

VISUAL ART

BEGINNING ART (H, L, M, U)
Prerequisites: None
Beginning High School Visual Arts standards are designed for students with no or limited K-8 progression in Visual Arts education. Beginning Art focuses on the fundamentals of the art processes and allows students to explore a variety of visual arts media. They develop the concepts necessary for understanding and producing art, including drawing and painting, printmaking, sculpture, and fine craft processes.

INTERMEDIATE ART (H, L, M, U)
Prerequisites: Proficiency inventory and/or teacher recommendation
Intermediate High School Visual Arts standards are designed for those students who have had a complete K-8 progression in Visual Arts education or who have achieved beginning level high school standards for Visual Arts.

HONORS ACCOMPLISHED ART (H, L, M, U)
Prerequisites: Proficiency inventory and/or teacher recommendation
Proficient High School Visual Arts standards are designed for those students who have achieved proficient level Visual Arts standards at the high school level. Students must meet criteria set forth by the Sampson County Schools Arts Educators and receive teacher approval. Proficient Art is a continuation of Intermediate Art for students who desire intense concentration in visual communications. The Proficient Art student is encouraged and expected to exhibit self-direction and self-dedication. Proficient Visual Arts is an advanced level course and involves more in-depth knowledge of art processes, media, history, and the development of such. Instruction will build upon the curriculum as outlined in the 9-12 visual arts section of the North Carolina Arts Education Essential Standards.

HONORS ADVANCED ART (H, L, M, U)
Prerequisites: Proficiency inventory and/or teacher recommendation
Advanced High School Visual Arts standards are designed for those students who have achieved proficient level Visual Arts standards at the high school level. Students must meet criteria set forth by the Sampson County Schools Arts Educators and receive teacher approval. Advanced Art is a continued in-depth study of those areas previously covered in Beginning, Intermediate, and Proficient Art. Advanced Visual Art is an even more advanced level of Proficient Visual Arts and involves additional in-depth knowledge of art processes, media, history and the development of such. In addition, students are expected to become initiators of learning and accomplishment and to demonstrate leadership and expertise in visual arts.

BUSINESS, FINANCE, AND MARKETING EDUCATION

BUSINESS ESSENTIALS (H, L, M)
Prerequisite: None
Explore realistic business principles by examining the business environment and primary business activities. Conceptualize ethics, customer relations, and human resource management through workplace scenarios. Investigate the usage of financial analysis, economics, information management, marketing, operations, and technology in the business world of the 21st century. Gain the knowledge and skills for careers in multiple business pathways.

BUSINESS MANAGEMENT I (H, L)
Prerequisite: Business Essentials
Cultivate core management concepts. Investigate how managers plan, organize, staff, and direct the business's resources that enhance the effectiveness of the decision-making process. Explore ethical dilemmas and real-world situations utilizing customer service, academic, and critical-thinking skills. Gain the knowledge and skills for careers in general management.

BUSINESS MANAGEMENT II (H, L)
Prerequisite: Business Management I
Nurture the appreciation and significance of management to business organizations. Investigate how managers control financial resources, inventory, ensure employee safety, and protect customer data to enhance the effectiveness of their decision making. Investigate ethical dilemmas, practice problem solving, and build teamwork skills. Gain the knowledge and skills for careers in business management.

ENTREPRENEURSHIP I (H, L, M, U)
Prerequisite: None
Conceptualize starting, opening, working for, and operating a small business. Explore feasibility, design thinking, entrepreneurial mindset, and the Lean Canvas Business Model. Investigate channel management, pricing, product/service management, and promotion. Gain the knowledge and skills for careers in entrepreneurship

HONORS ENTREPRENEURSHIP II (H, L, M, U)
Prerequisite: Entrepreneurship I
Utilize business planning strategies to accelerate the implementation of a business idea. Construct plans for risk management, staffing, and promotions. Develop a business plan complete with a SWOT analysis and action plan. Gain the knowledge and skills for careers in entrepreneurship.

MARKETING I (M, U)
Prerequisite: None
Implement dynamic marketing processes and activities. Develop an understanding of marketing functions and their impact on business operations. Conceptualize a comprehensive marketing plan. Gain the knowledge and skills for careers in marketing.

MARKETING II (M, U)
Prerequisite: Marketing I
Understand marketing mix strategies and the marketing model. Explore the role of marketing research, marketing data, and marketing communications. Apply knowledge to prepare a strategic marketing plan. Gain knowledge and skills for careers in marketing.

SPORT AND EVENT MARKETING I (H, L, M)
Prerequisite: None
Explore sport and event industries, associated marketing strategies, and branding concepts. Develop an understanding of promotion and marketing data related to sports and events. Weave together the concepts to create a proposal for a unique event. Gain the knowledge and skills for careers in sport and event marketing

HONORS SPORT AND EVENT MARKETING II (H, L, M)
Prerequisite: Sport and Event Marketing I
Utilize knowledge of promotion and marketing to create a plan for a unique event. Extrapolate marketing data to make informed communication decisions. Analyze the financial and economic impacts of sports and events. Gain the knowledge and skills for careers in sport and event marketing.

CTE INTERNSHIP (H, L, M, U)
Prerequisites: None
Prepare for postsecondary education and future careers through observation and participation in the daily operations of a career in a general career field. Experience real-world application of job tasks acquired by utilizing durable employability skills in an authentic workforce activity. Gain the knowledge and skills for careers in the pathway.

CTE ADVANCED STUDIES HONORS (H, L, M, U)
Prerequisite: Two technical credits in one Career Pathway
Prepare for postsecondary education and future careers through analysis and research of selected career pathway. Experience real-world application of course/pathway content through a work-based learning lens acquired by utilizing employability skills in an authentic workforce activity. Evaluate and plan for a postsecondary career while educating others. Gain the knowledge and skills for careers in the pathway of choice

CTE PREAPPRENTICESHIPS (H, L, M, U)
Prerequisite: None
Perform the job duties and related education required as an employed apprentice in a career field registered by ApprenticeshipNC. Experience real world application of technical skills, employability skills, and related education in an authentic workforce environment. Evaluate and plan for a postsecondary career cluster/pathway culminating in a State Certificate and a National Journeyworker Certificate issued by the USDOL. Gain the knowledge and skills for careers in the pathway of choice.

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY EDUCATION

HONORS ADOBE VISUAL DESIGN I (H, L, M, U)
Prerequisite: None
Build logos and vector images using features in Adobe Illustrator. Enhance photographs using features in Adobe Photoshop. Produce images to be used in business publications and communications. Gain knowledge and skills for careers in the Adobe Academy pathway.

HONORS ADOBE VISUAL DESIGN II (H, L, M, U)
Prerequisite: Adobe Visual Design I
Explore elements that make exceptional digital and print publications. Create print and digital publications in Adobe InDesign. Train to earn the industry-recognized Adobe Certified Professional InDesign credential. Gain knowledge and skills for careers in the Adobe Academy pathway.

MICROSOFT WORD AND POWERPOINT (M)
Prerequisite: None
Craft, enhance, customize, and create various documents using Microsoft Word. Design, customize, and present presentations using Microsoft PowerPoint. Utilize the various features of both programs to produce relevant 21st Century documents. Gain the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

HONORS MICROSOFT EXCEL (M)
Prerequisite: None
Develop spreadsheets in Microsoft Excel using fundamentals, formulas, and functions. Illustrate data with tables and graphs. Manage workbooks, manipulate data, and use simple macros. Gain the knowledge and skills for careers in the Computer Science, IT, and Technology pathways.

CTE INTERNSHIP (H, L, M, U)
Prerequisites: None
Prepare for postsecondary education and future careers through observation and participation in the daily operations of a career in a general career field. Experience real-world application of job tasks acquired by utilizing durable employability skills in an authentic workforce activity. Gain the knowledge and skills for careers in the pathway.

CTE ADVANCED STUDIES HONORS (H, L, M, U)
Prerequisite: Two technical credits in one Career Pathway
Prepare for postsecondary education and future careers through analysis and research of selected career pathway. Experience real-world application of course/pathway content through a work-based learning lens acquired by utilizing employability skills in an authentic workforce activity. Evaluate and plan for a postsecondary career while educating others. Gain the knowledge and skills for careers in the pathway of choice.

CTE PREAPPRENTICESHIPS (H, L, M, U)
Prerequisite: None
Perform the job duties and related education required as an employed apprentice in a career field registered by ApprenticeshipNC. Experience real world application of technical skills, employability skills, and related education in an authentic workforce environment. Evaluate and plan for a postsecondary career cluster/pathway culminating in a State Certificate and a National Journeyworker Certificate issued by the USDOL. Gain the knowledge and skills for careers in the pathway of choice.

ENGLISH

FRESHMAN ENGLISH SEMINAR
Prerequisites: Previous Language Arts grades and Level I or II on 8th Grade EOG
This course established the pace of study in the English program for students preparing to take English I. Students will develop skills in the areas of grammar, writing, organizing information, understanding literature, speaking, and listening. In addition, students will learn the skills that it takes to be successful in further advanced English classes such as study skills, scaffolding skills, note-taking and life skills.

ENGLISH I (H, L, M, U)
Prerequisite: None
This course established the pace of study in the English program for college-or-career-bound students. They develop skills in the areas of listening, speaking, viewing, understanding literature, organizing information, and writing. Students will be introduced to a variety of genres and literacy techniques through close study and analysis of short stories, novels, poetry, drama, epics, memoirs, and various informational texts.

ENGLISH II (H, L, M, U)
Prerequisite: English I
In this course, students will be introduced to literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. Students will be required to study U.S. documents of historical and literary significance as well as one Shakespearean play. Through wide and deep reading of literature and literary nonfiction of steadily increasing s
sophistication, students gain a reservoir of literacy and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

ENGLISH III (H, L, M, U)
Prerequisites: English I and II
In this course, students will be introduced to an in-depth study of U.S. literature and U.S. literary nonfiction, especially foundational works and documents from the 17th century through the early 20th century. At least one Shakespearean play should be included.

ENGLISH IV (H, L, M, U)
Prerequisites: English I, II, and III
This course provides opportunities for students to refine listening, speaking, reading, writing, and study skills in preparation for enrollment in a college or university. The standards for this course are aligned with college and work ready expectations, which include rigorous content and application of knowledge through higher order skills. In addition, students will focus on essential knowledge and skills with rigor and creativity that will help students to achieve a deeper knowledge and acquire meaningful authentic skills needed to achieve in a 21st century global society. Students read and study works of Western, Southern, and Northern literature. At least one Shakespearean play will be incorporated to sharpen their awareness of language and the writer's craft. Students also review the steps of the formal writing process and to develop an individual style and refinement in language usage adaptable to future writing assignments. They also focus on the historical and cultural influences which contribute to changes in the English language.

AP LANGUAGE (H)
Prerequisites: Honors Speech I
Students who are successful in this course achieve an A or above in English II or were successful in Honors English II. Students who take this course should have a strong background in English and a strong desire to further enrich advanced skills and should be able to think critically and work independently. Students are required to complete a Summer Reading list, complete advanced assignments and must sign a written contract to enroll in this course. Students must pay for the AP exam and take the AP exam in order to receive AP credit. The state weighting system adds two quality points to grades earned.

HONORS SPEECH I (H)
Prerequisites: 85 or above in Honors English II or 90 or above in English II or teacher recommendation
Students will explore a wide variety and range of public speaking skills, basic researching, argumentation, questioning and rebuttal skills. They will create and deliver orations, and evaluate performances.

YEARBOOK: FALL (H, L, M, U)
Prerequisite: Teacher Recommendation
Students will learn the skills required to create a yearbook that reflects journalistic standards. They will learn their rights and responsibilities as student journalists and gain proficiency in desktop publishing.

YEARBOOK: SPRING (H, L, M, U)
Prerequisite: Yearbook I
Students will expand their knowledge of journalistic and desktop publishing skills used to produce a yearbook. They will serve in editor positions working to develop student leadership and decision-making skills.

FAMILY AND CONSUMER SCIENCES EDUCATION

FOOD & NUTRITION I (H, L, M, U)
Prerequisite: None
This course examines the nutritional needs of the individual. Emphasis is placed on fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management. *For safety and sanitation reasons, enrollment should not exceed 20 in this course.

FOOD & NUTRITION II (H, L, M, U)
Prerequisite: Foods & Nutrition I
In this course, students experience the intersection of nutrition science and food preparation, while building skills for an expanding range of career opportunities. Students learn how to manage food safety; plan and prepare meals for a variety of consumers and clients; and explore the food system and global cuisines. *For safety and sanitation reasons, enrollment should not exceed 20 in this course.

CHILD DEVELOPMENT (H, L)
Prerequisite: None
Investigate the major influences on child development including culture, heredity, and environmental factors. Explore the importance of early relationships and how they promote healthy brain development while identifying characteristics of children birth through age five. Identify the different theories of child development and their impact on the physical, social, emotional, and cognitive domains of development in children.

COUNSELING AND MENTAL HEALTH I (L, U)
Prerequisite: None
Develop an understanding of healthy relationships on an individual's personal development. Engage in effective communication strategies for strengthening relationships. Explore the correlation of family systems on an individual's well-being throughout one's lifespan.

COUNSELING AND MENTAL HEALTH II (L, U)
Prerequisite: Counseling and Mental Health I
Focus on the classification of mental health disorders. Inspire an understanding of mental health theories and treatments. Explore how human brain functions affect mental health.

HONORS EARLY CHILDHOOD EDUCATION I (H, L)
Prerequisite: Child Development; Student must be 15 by the 10th day of class
Credits: 2
Explore ways of creating a child-centered approach to curriculum planning that includes the use of space, materials, relationships, play, and observations. Participate in practical hands-on internship working within the early childhood classroom, learn how to meet the individual needs of children with varying abilities, and reflect on learning experiences and their impact on children.

INTERIOR DESIGN I - FUNDAMENTALS (M)
Prerequisite: None
Build the knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Explore design thinking and utilize the interior design process. Apply interior design principles and illustrate design solutions through visual communication.

INTERIOR DESIGN II STUDIO (M)
Prerequisite: Interior Design Fundamentals
Devise an understanding of the multiple roles of an interior designer. Utilize artistic and design factors in planning, selection, and arrangement of interior spaces to meet the needs of families in the interior environment. Participate in creating a portfolio that includes a diverse understanding of multiple areas of design.

HOSPITALITY & TOURISM MANAGEMENT I (M, U)
Prerequisite: None
Discover the limitless possibilities in the hospitality and tourism industry. Explore this multifaceted industry and the impact on society, environment, and economy. Investigate ways to engage in exceptional guest service.

HOSPITALITY & TOURISM MANAGEMENT II (M, U)
Prerequisite: Hospitality & Tourism Management I
Apply knowledge of the industry to develop a marketing plan for a company. Practice financial management, sales, and leadership for this dynamic industry.

HONORS TEACHING AS A PROFESSION I (H, M, L, U)
Prerequisite: None
Analyze the present-day education system with emphasis on historical background and development, aims of education, duties of the teacher, purpose and development of curriculum, facilities, support, and control of schools. Create a foundation for understanding learners, the teaching environment, and the impact on student achievement. Develop a vision for teaching, learning, and leading in the 21st century school. Gain the knowledge and skills for careers in teaching and training.

HONORS TEACHING AS A PROFESSION II (H, M, L, U)
Prerequisite: TaaP I
Develop a perspective into the teaching-learning process by exploring the role of the teacher and studying the nature of the learner in the classroom environment. Analyze educational instructional activities and their value to the classroom while discovering the lesson planning process. Expand on the foundation for understanding learners, the teaching environment, and the impact on student achievement.

TEACHING AS A PROFESSION FIELD EXPERIENCE HONORS (H, M, L, U)
Prerequisite: TaaP II, Can be taken at the same time as TaaP II
Integrate course knowledge into practical application while completing hands-on field experience. Facilitate learning opportunities for students that align with the NC Standard Course of Study while assisting cooperating teachers. Develop pedagogical skills and characteristics necessary for effective teaching.

CTE INTERNSHIP (H, L, M, U)
Prerequisites: None
Prepare for postsecondary education and future careers through observation and participation in the daily operations of a career in a general career field. Experience real-world application of job tasks acquired by utilizing durable employability skills in an authentic workforce activity. Gain the knowledge and skills for careers in the pathway.

CTE ADVANCED STUDIES HONORS (H, L, M, U)
Prerequisite: Two technical credits in one Career Pathway
Prepare for postsecondary education and future careers through analysis and research of selected career pathway. Experience real-world application of course/pathway content through a work-based learning lens acquired by utilizing employability skills in an authentic workforce activity. Evaluate and plan for a postsecondary career while educating others. Gain the knowledge and skills for careers in the pathway of choice

CTE PREAPPRENTICESHIPS (H, L, M, U)
Prerequisite: None
Perform the job duties and related education required as an employed apprentice in a career field registered by ApprenticeshipNC. Experience real world application of technical skills, employability skills, and related education in an authentic workforce environment. Evaluate and plan for a postsecondary career cluster/pathway culminating in a State Certificate and a National Journeyworker Certificate issued by the USDOL. Gain the knowledge and skills for careers in the pathway of choice.

HEALTH SCIENCE EDUCATION

HEALTH SCIENCE I (H, U)
Prerequisite: Foundations of Health Science Recommended
This course is developed to focus on human anatomy, physiology, and human body diseases and disorders, and recognizing and responding to first aid emergencies. Students will learn about healthcare careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course

HEALTH SCIENCE II (H, U)
Prerequisite: Health Science I
This course is developed to help students expand their understanding of the healthcare industry, including employability skills, safety and infection control procedures, and clinical skills used by allied health professionals. In addition, students will demonstrate their understanding of cardiovascular and respiratory systems by applying BLS CPR skills. Projects, teamwork, and demonstrations serve as instructional strategies to reinforce the curriculum content. English language arts and science are reinforced in this course.

HONORS MEDICAL ASSISTING (H, U)
Prerequisite: Health Science II & Senior
Course prepares students to test and obtain the Certified Clinical Medical Assistant certification. Students must successfully pass HS 2, Basic Life Support/BLS credential, & plan to graduate high school within 12 months.

CTE INTERNSHIP (H, L, M, U)
Prerequisites: None
Prepare for postsecondary education and future careers through observation and participation in the daily operations of a career in a general career field. Experience real-world application of job tasks acquired by utilizing durable employability skills in an authentic workforce activity. Gain the knowledge and skills for careers in the pathway.

CTE ADVANCED STUDIES HONORS (H, L, M, U)
Prerequisite: Two technical credits in one Career Pathway
Prepare for postsecondary education and future careers through analysis and research of selected career pathway. Experience real-world application of course/pathway content through a work-based learning lens acquired by utilizing employability skills in an authentic workforce activity. Evaluate and plan for a postsecondary career while educating others. Gain the knowledge and skills for careers in the pathway of choice

CTE PREAPPRENTICESHIPS (H, L, M, U)
Prerequisite: None
Perform the job duties and related education required as an employed apprentice in a career field registered by ApprenticeshipNC. Experience real world application of technical skills, employability skills, and related education in an authentic workforce environment. Evaluate and plan for a postsecondary career cluster/pathway culminating in a State Certificate and a National Journeyworker Certificate issued by the USDOL. Gain the knowledge and skills for careers in the pathway of choice.

HEALTH AND PHYSICAL EDUCATION

HEALTH, PHYSICAL EDUCATION AND SAFETY (H, L, M, U)
Prerequisite: None
Health, Physical Education, and Safety is a state requirement for graduation and is offered to all freshmen. Students study the basics of personal health, hygiene, and anatomy, and the fundamental skills and rules of a variety of sports. Dressing out in gym uniforms and participation in class activities is a requirement in all physical education courses.

ADVANCED PHYSICAL EDUCATION (9-12) (H, L, M, U)
Prerequisite: Health, Physical Education, and Safety
The focus on this course is on weightlifting, physical fitness, and recreational sports. The course emphasizes a student-centered program of instruction, allowing for competition against oneself rather than just competition to win between competitors. Dressing out in gym uniforms and participation in class activities is a requirement in all physical education courses.

PHYSICAL FITNESS (H, L, M)
Prerequisites: Health, Physical Education, and Safety
This is a second level physical education course with an emphasis on aerobic conditioning, agility, and weight training. A variety of individual and group activities help the student become more physically fit. The course involves rigorous exercise, flexibility, and muscular development activities and should be attempted by students who desire to be challenged physically. Dressing out in gym uniforms and participation in class activities is a requirement in all physical education courses.

MATHEMATICS

FOUNDATIONS OF MATHEMATICS (H, L, M, U)
Prerequisite: None
This course builds a foundation for math I and students will receive 1 elective credit. The emphasis in this course is on a gradual, thorough approach to the elementary concepts of algebra. Students who complete this course will take Math I.

MATH 1 (H, L, M, U)
Prerequisite: Teacher recommendation suggested
Math 1 builds a foundation for more advanced mathematics courses and creating students that are career and college ready. Topics of study include algebra, geometry, statistics and probability, functions, and modeling of mathematical concepts. Students are provided the opportunity to learn mathematics through a real-world problem-based learning approach. Emphasis is placed on the eighth mathematical practices that support expertise in mathematics for all students.

MATH 2 (H, L, M, U)
Prerequisite: Math 1 (Algebra I)
Math 2 offers students an intermediate study of mathematics that supports more advanced mathematics courses. The curriculum supports students in becoming career and college ready. Topics of study include an intermediate study of algebra, geometry, statistics and probability, functions, and modeling of mathematical concepts. Students are provided the opportunity to learn mathematics through a real-world problem-based learning approach. Emphasis is placed on the eight mathematical practices that support expertise in mathematics for all students
Note: This course may be taught in the applied format

MATH 3 (H, L, M, U)
Prerequisites: Math 1 & 2
Math 3 offers students an advanced study of mathematics that supports students in becoming career and college ready. Topics of study include an intermediate study of advanced algebra, geometry, statistics and probability, functions, and modeling of mathematical concepts. Students are provided the opportunity to learn mathematics through a real-world problem-based learning approach. Emphasis is placed on the eight mathematical practices that support expertise in mathematics for all students.

MATH 4 (H, L, M, U)
Prerequisites: Math 1, 2, and 3
NC Math 4 focuses on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.

HONORS PRE-CALCULUS (H, L, M, U)
Prerequisites: Math 1, 2, & 3, “A” or “B” average in previous math class and teacher recommendation
Pre-Calculus develops the student’s understanding of the concepts of calculus (functions, graphs, limits, derivatives and integrals) and provides experience with its methods and applications. The course encourages the geometric, numerical, analytical, and verbal expression of concepts, results, and problems. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment. Students are required to complete advanced assignments. The state weighting system adds one quality point to the grade earned.

MILITARY SCIENCE

JROTC courses are designed to explore the fundamentals of self-discovery and leadership skills essential for various leadership roles in both the military and civilian sectors. Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce. Engage in civic and social concerns in the community, government, and society. Graduates are prepared to succeed in post-secondary options and career pathways. Make decisions that promote positive social, emotional, and physical health. Value the role of the military and other service organizations.

ARMY JROTC I (L, U)
ARMY JROTC II (L, U)
ARMY JROTC III (L, U)
ARMY JROTC IV (L, U)
ARMY JROTC V (L, U)
ARMY JROTC VI (L, U)
ARMY JROTC VII (L, U)
ARMY JROTC VIII (L, U)

OCCUPATIONAL COURSE OF STUDY

ENGLISH I (H, L, M, U)
Prerequisite: NC Placement Procedure
Students in Occupational English I explore and examine a variety of communication modes and the importance each plays in daily living and employment settings. They apply reading and writing skills to interpret and express factual, functional information. They use oral language skills to communicate effectively in both formal situations.

ENGLISH II (H, L, M, U)
Prerequisites: NC Placement Procedures, English I
Students in Occupational English II analyze and employ effective communication skills in both daily living and employment settings. They use standard rules of convention and syntax to give and request information. They read and comprehend a variety of functional text.

ENGLISH III (H, L, M, U)
Prerequisites: NC Placement Procedures, English I & II
Students in Occupational English III read, write, and orally express information required in a variety of daily living and employment settings. They identify main concepts and supporting information from printed material. They examine the speaking skills accepted in a variety of settings and demonstrate effective oral communication in each.

ENGLISH IV (H, L, M, U)
Prerequisites: NC Placement Procedures English I, II, & III
Students in Occupational English IV integrate oral, written, and visual skills to communicate effectively in a variety of daily living and employment situations. They use written communication for explanatory, argumentative, self-advocacy, and social purposes. They employ visual communication skills to locate and research information.

INTRODUCTIONS TO MATHEMATICS (H, L, M, U)
Prerequisite: NC Placement Procedure
Occupational Mathematics I continues the study of: a) Computation: reading, writing, counting, and the mathematical skills using whole numbers, decimals, fractions and percent; b) Financial Management: recognizing and identifying basic financial information; c) Time and Measurement; d) Independent Living: and e) Technology. Students will acquire these skills through hands-on approaches and cooperative learning within the classroom and community. Application of these skills is necessary for independent living and successful employment.

NC MATH 1 (H, L, M, U)
Prerequisites: NC Placement Procedure, Intro to Mathematics I
NC Math 1 includes the study of computation and the application of these skills for independent living and successful employment. More emphasis is placed on the application and problem-solving in the areas of financial management, reading and interpreting schedule, time and measurement, and independent living using technology, hands-on approaches and cooperative learning.

FINANCIAL MANAGEMENT (H, L, M, U)
Prerequisites: NC Placement Procedure, Math A Algebra
Occupational Financial Management emphasizes the application of skills previously learned. In this course, students demonstrate application of the skills in the community and places of employment.

APPLIED SCIENCE (H, L, M, U)
Prerequisite: NC Placement Procedure
This course is designed to provide students with the knowledge necessary to practice safety in all areas of life and maintain a healthy lifestyle. Students will also receive instruction on the provision of first aid and accessing medical care. Students will have opportunities to apply skills in the area of healthy living and safety to various situations within the home, community, and workplace.

BIOLOGY (H, L, M, U)
Prerequisites: NC Placement Procedures, Applied Science I
Students will develop basic, functional knowledge of science concepts in the area of earth science, environmental science, and physical science. Students will also develop skills in the area of healthy relationships. Students will have the opportunity to apply the science-based concepts to daily living situations at home, in the community, and the workplace.

EMPLOYMENT PREPARATION I SCIENCE (H, L, M, U)
Prerequisite: NC Placement Procedures
This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their 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 on-campus in 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 business. Formal career planning and development of knowledge regarding transitions planning begins in this course and continues throughout the strands of Occupational courses.

EMPLOYMENT PREPARATION II CITIZENSHIP 1A & 1B (H, L, M, U)
Prerequisite: NC Placement Procedures
This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their 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 on-campus in vocational training activities such as school factories, work-based enterprises, hand-on vocational training in Career and Technical Education courses, and the operation of small business. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strands of Occupational courses.

EMPLOYMENT PREPARATION III CITIZENSHIP 2A &2B (H, L, M, U)
This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their 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 on-campus in 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 business. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strands of Occupational courses.

EMPLOYMENT PREPARATION IV MATH (H, L, M, U)
Prerequisites: NC Placement Procedures, Occupational Preparation I, II, & III
This course focuses on practical, real-world mathematics skills needed for employment and independent living. It includes a required 150 hours of work experience

FOUNDING PRINCIPLES OF THE UNITED STATES OF AMERICA AND NORTH CAROLINA: CIVIC LITERACY (H, L, M, U)
The standards and objectives in the Founding Principles of the United States of America and North Carolina: Civic Literacy course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.

ECONOMICS AND PERSONAL FINANCE (H, L, M, U)
Prerequisite: None
The North Carolina Department of Public Instruction (NCDPI) and the State Board of Education (SBE) supports the development of students who understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Students should be provided with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society. The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. This course has been legislated by N.C. Session Law 2019-82, House Bill 924. Because the study of economics and personal finance is an integral part of the learning progression of each course, kindergarten through high school, this course expects students to enter possessing a fundamental knowledge and understanding of the basic principles of economics and money management. When opportunities can be provided, this course can be augmented by related learning experiences, both in and out of school, that enable students to apply their knowledge and understanding of how to participate in their own financial literacy. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to responsible money management and financial literacy.

CURRICULUM ASSISTANCE (H, L, M, U)
Prerequisite: NC Placement Procedure
This course is available to all students with an Individualized Education Plan (IEP) who require tutorial assistance with regular core content courses while in pursuit of a regular high school diploma.

CAREER TRAINING (H, L, M, U)
Prerequisite: NC Placement Procedure
This course is available to any student with an Individual Education Plan (IEP) who is following the Occupational Course of Study. This course allows the OCS student an additional opportunity to earn hours required to meet the School Based Training, Community Based Training, or Paid Employment components of the occupational Course of Study.

SCIENCE

PHYSICAL SCIENCE (H, L, M, U)
Prerequisite: Math I
This course is a foundation course in the study of science for college-or-career-bound students. It introduces the basic theories of chemistry and physics and provides a foundation for further study. Experiments and demonstrations provide hands-on activities to further understanding. Major topics included in the course are forces and motion, matter and energy.

BIOLOGY (H, L, M, U)
Prerequisite: Environmental Science
This course challenges the college or career-bound student through the in-depth study of life. Major topics included in the course are structures and functions of living organisms, ecosystems, evolution and genetics, and molecular biology. Students also gain laboratory experience through hands-on activities.

ANATOMY AND PHYSIOLOGY (L, M, U)
Prerequisite: Honors Biology
Recommended: Honors Chemistry
This course is intended for college-bound students who are interested in the structure and function of the human body. Considerable time is devoted to lecture, clinical, practical and laboratory applications. Students will explore areas such as the integumentary, skeletal, muscular, nervous, and cardiovascular systems. Dissection and anatomy labs are provided in the course. Honor Anatomy and Physiology is recommended for any college bound student, especially those interested in a medical or science related field. This is an honors course and will be weighted as such.

CHEMISTRY (H, L, M, U)
Prerequisites: Math 1, Math 2, and Biology. (Physical Science may be required at individual high schools.)
Recommended: Math II (may be concurrent)
This course focuses on the structure of atoms, properties of matter, chemical reactions, conservation of energy and interactions of energy and matter. The laboratory work includes both qualitative and quantitative experiments.

EARTH/ENVIRONMENTAL SCIENCE (H, L, M, U)
Prerequisites: None
The Earth/Environmental Science curriculum focuses on the function of Earth's systems. Emphasis is placed on matter, energy, plate tectonics, the origin and evolution of the earth and solar system, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth system.

H PHYSICS: Prerequisites: Math I and II (M)
Prerequisite: Earth/Environmental Science, Physical Science, Biology
Recommended: Pre-Calculus
This course serves as a foundation for more challenging and advanced study that enriches key topics and broadens the student's view of the larger community including current research. Substantial class time should be devoted to student directed exploration and experimentation in areas of forces and motion, conservation and transfer of energy, and interactions of energy and matter. Honors students are expected to: design and carry out several independent investigations of physical questions, read and report on recent research in physics, and demonstrate a more in-depth conceptual understanding of objectives

SOCIAL STUDIES

AMERICAN HISTORY (H, L, M, U)
The American History course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election (i.e. 2020, 2024, etc.). While the scope begins with the French and Indian War, teachers can and should use concepts and topics prior to the French and Indian War to establish context. For example, teachers are encouraged to draw on the context of the early colonies, the origins of slavery, indigenous populations, and enlightenment thinkers. In addition, students will have studied colonial American history in the 4th, 5th, and 8th grades. 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 past. 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. Students will continue to build upon previous studies of American History, the fundamental concepts in civics and government, economics, behavioral science (culture), and geography taught in grades kindergarten through eight as they examine American history. As well-rounded, productive citizens, 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.

WORLD HISTORY (H, L, M, U)
Prerequisite: None
Students taking this course will study major turning points that shaped the modern world. Students coming to this course are expected to have a firm foundation in the themes and tools of geography and early, ancient, and classical civilizations from their K-8 experience. Written conceptually, standards for this course have been developed with an historical approach, which should be at the center of any local World history curriculum. The standards of this course are grouped in a way that reflects accepted periodization by historians. Topics have been selected around a basic core of chronologically organized history and social science knowledge.

FOUNDING PRINCIPLES OF THE UNITED STATES OF AMERICA AND NORTH CAROLINA: CIVIC LITERACY (H, L, M, U)
Prerequisite: World History
The standards and objectives in the Founding Principles of the United States of America and North Carolina: Civic Literacy course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.

ECONOMICS AND PERSONAL FINANCE (H, L, M, U)
Prerequisite: None
The North Carolina Department of Public Instruction (NCDPI) and the State Board of Education (SBE) supports the development of students who understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Students should be provided with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society. The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. This course has been legislated by N.C. Session Law 2019-82, House Bill 924. Because the study of economics and personal finance is an integral part of the learning progression of each course, kindergarten through high school, this course expects students to enter possessing a fundamental knowledge and understanding of the basic principles of economics and money management. When opportunities can be provided, this course can be augmented by related learning experiences, both in and out of school, that enable students to apply their knowledge and understanding of how to participate in their own financial literacy. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to responsible money management and financial literacy.

AP US HISTORY (H, M)
Prerequisite: Honors World History or teacher recommendation
Corequisite: Turning Points in American History (H)
Advanced Placement United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History. Students will analyze historical material, synthesize their own ideas, and evaluate those of others. The AP United States History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students must pay for and take AP exams in order to receive AP credit. The state weighting system adds two quality points, so the grade earned.

HONORS TURNING POINTS IN AMERICAN HISTORY (H)
Prerequisite: World History; Corequisite: AP US History
This course will emphasize, in greater depth, key turning points in American History. These turning points would be "hinge" events in our nation's history, caused by, and subsequently contributing to, major social, cultural, political, and/or economic events. A major element of each turning point should be an understanding of historical methods and the use of historical inquiry. Students should essentially become historians to better understand and appreciate the narrative of a people, a nation, and a world.

AP US GOVERNMENT AND POLITICS (H, M)
Prerequisite: World History, American History, Honors Civics and Economics
Corequisite: Honors American History: The Founding Principles, Civics, and Economics
Advanced Placement U.S. Government and Politics will provide students an intellectual foundation for observing, analyzing, and understanding national politics in the United States. Using primary and secondary source documents, as well as analysis of specific examples, students will examine and evaluate the institutions of American government, political parties and elections, mass media, political behavior, public policies, and the development of individual rights and liberties and their impact on citizens. The content of this course is the equivalent to that of an introductory college course in U.S. government and politics. Students must pay for and take AP exams in order to receive AP credit. The state weighting system adds two quality point so the grade earned

HONORS HOLOCAUST AND GENOCIDE (H)
The objectives of the Holocaust and Genocide Studies elective define what students should understand and be able to do as they study the historical context, motivations, and profound consequences of the Holocaust, genocide, and antisemitism. As students progress through this course, they will become equipped with the knowledge and skills to identify how factors such as ideology, propaganda, prejudice, and complicity contribute to the perpetration and interpretation of genocide.

TRADE AND INDUSTRIAL EDUCATION

TECHNOLOGY ENGINEERING AND DESIGN (M)
Prerequisite: None
Explore how technology evolved throughout human history. Discover the universal systems model in products and processes society uses every day. Build a scale model of a structure by applying the Engineering Design Process. Gain the knowledge and skills for careers in the Technology Engineering, and Design pathway.

ENGINEERING DESIGN (M)
Prerequisite: Technology Engineering and Design
Explore the elements of design as a team to analyze factors that lead to data-driven design improvements. Establish constraints from outside factors within designs. Engineer a solution for a problem within one of the grand challenges of engineering. Gain the knowledge and skills for careers in the Technology, Engineering, and Design pathway.

AUTOMOTIVE SERVICE FUNDAMENTALS (M)
Prerequisite: None
Build foundational automotive skills through hands-on experience with shop safety, equipment, and hand tools. Safely lift vehicles and perform basic inspection procedures. Complete essential tasks like engine oil and filter service, jumpstarting a vehicle, and replacing a 12-volt battery. Gain the knowledge, skills, and industry credentials for careers in the Automotive Service pathway.
* For safety reasons, the recommended enrollment should not exceed 20 students.

AUTOMOTIVE SERVICE I (M)
Prerequisite: Automotive Service Fundamentals
Service drivetrain and brake systems while building real-world automotive skills. Explore electrical systems and perform key tests using a digital multimeter. Inspect, repair, and balance tires to support safe and reliable vehicle performance. Gain the knowledge, skills, and industry credentials for careers in the Automotive Service pathway. * For safety reasons, the recommended enrollment should not exceed 20 students.

HONORS AUTOMOTIVE SERVICE II (M)
Prerequisite: Automotive Service I
Perform basic suspension and steering inspections and service. Research vehicle information, service bulletins, and recalls on vehicles being serviced. Gather information on vehicle codes and module data used to diagnose vehicle systems. Gain the knowledge, skills, and industry credentials for careers in the Automotive Services pathway. * For safety reasons, the recommended enrollment should not exceed 20 students.

HONORS AUTOMOTIVE SERVICE III (M)
Prerequisite: Automotive Service II
Explore more advanced and in-depth vehicle repairs and services. Perform basic system diagnosis. Expand knowledge in heating and air conditioning system operations. Gain the knowledge, skills, and industry credentials for careers in the Automotive Services pathway. * For safety reasons, the recommended enrollment should not exceed 20 students.

LAW & JUSTICE I (L)
Prerequisite: None
Develop an understanding of the history of law enforcement, including the criminal justice system. Understand the responsibilities of policing, and the classification of crimes. Practice basic skills such as communication with diverse groups, conflict resolution, operation of equipment, and courtroom testimony. Gain the knowledge, skills, and industry credentials for careers in law and justice.

HONORS LAW & JUSTICE II (L)
Prerequisite: Law & Justice I
Gaither knowledge and skills required in private security protection. Practice communication skills required of protection officers. Perform tasks including crime prevention, risk and threat management, and physical security. Gain the knowledge, skills, and industry credentials for careers in law and justice.

PUBLIC SAFETY I (L)
Prerequisite: None
Develop a basic understanding of careers and skills in the public safety pathway. Perform basic skills with these different careers, including firefighting, EMT, and law enforcement. Create a student personal plan for a career in public safety. Gain the knowledge, skills, and industry credentials for careers in public safety.

HONORS PUBLIC SAFETY II (L)
Prerequisite: Public Safety I
Develop a deeper understanding of careers and skills in the public safety pathway. Perform skills associated with being part of a community emergency response team. Prepare for a career in 9-1-1 telecommunication through demonstrated activities. Gain the knowledge, skills, and industry credentials for careers in public safety.

CTE INTERNSHIP (H, L, M, U)
Prerequisites: None
Prepare for postsecondary education and future careers through observation and participation in the daily operations of a career in a general career field. Experience real-world application of job tasks acquired by utilizing durable employability skills in an authentic workforce activity. Gain the knowledge and skills for careers in the pathway.

CTE ADVANCED STUDIES (H, L, M, U)
Prerequisite: Two technical credits in one Career Pathway
Prepare for postsecondary education and future careers through analysis and research of selected career pathway. Experience real-world application of course/pathway content through a work-based learning lens acquired by utilizing employability skills in an authentic workforce activity. Evaluate and plan for a postsecondary career while educating others. Gain the knowledge and skills for careers in the pathway of choice

CTE PREAPPRENTICESHIPS (H, L, M, U)
Prerequisite: None
Perform the job duties and related education required as an employed apprentice in a career field registered by ApprenticeshipNC. Experience real world application of technical skills, employability skills, and related education in an authentic workforce environment. Evaluate and plan for a postsecondary career cluster/pathway culminating in a State Certificate and a National Journeyworker Certificate issued by the USDOL. Gain the knowledge and skills for careers in the pathway of choice.

WORLD LANGUAGES

SPANISH I (H, L, M, U)
Prerequisite: None
This course is an introduction to the study of the target language and its culture and may be taken in middle or high school. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The content focuses on the students' lives and experiences which includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions). A general introduction to the culture, its products (e.g., literature, laws, foods, games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course.

SPANISH II (H, L, M, U)
Prerequisite: Spanish I or placement exam
This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time, inside and outside of the classroom setting. They compose related sentences, which narrate, describe, compare and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple texts. Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s). Integration of other disciplines is ongoing throughout the course.

HONORS SPANISH III (M,L)
Prerequisite: Spanish II or placement test
This course provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create with the language and access various materials (short literary texts, authentic material, technical manuals and other media) on generally familiar topics. Students satisfy limited communication and social interaction demands, as well as initiate and maintain face-to-face communication. They identify main idea(s) and some details in discussions, presentations, and written texts within a cultural context; read and interpret authentic materials; narrate and describe in a series of sentences, groups of related sentences, and short cohesive passages in present, past, and future time; and compose messages, announcement, personal notes, and advertisements. Students continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting. Integration of other disciplines is ongoing throughout the course.
Note: The objectives and proficiency expectations for Level III are written at the honors level; therefore, this course is designated as an honors course and is assigned honors credit.

HONORS SPANISH IV (M,L)
Prerequisite: Honors Spanish III
Students enrolled in this course have successfully completed Level III at the middle or high school or have placed out of Levels I-III due to previous language study and/or established proficiency. A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics with details at a variety of times. They satisfy routine social demands and meet most social requirements. Many different types of text (short stories, poetry, and excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar are studied to aid oral and written communication. There is more in-depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside of the classroom setting.
Note: The objectives and proficiency expectations for Level IV are written at the honors level; therefore, this course is designated as an honors course and is assigned honors credit.

OTHER CREDIT PROGRAMS

PEER GROUP MENTORING (PGC) LEADERSHIP COURSE (H, L, U)

Prerequisites: Selection by committee; limited to juniors and seniors

Students are eligible to apply to the Peer Group Connection Leadership Course during the spring of their sophomore and/or junior years by completing a written application and group interview process. Written parental permission and participation in a three-day, two-night overnight leadership training retreat to be scheduled in April are prerequisites for participation in the course.

In this leadership class, students will learn how to work in teams as group discussion leaders and positive role models for younger peers. As an experiential course, students will be expected to work in pairs to utilize the leadership skills they develop in the course to conduct weekly outreach sessions with small groups of incoming ninth grade students. Students will learn decision-making; problem-solving; goal setting; teamwork; negotiation; refusal; group facilitation; giving and receiving feedback; active listening; time management; and self-assessment skills.

Topics include personality and work styles; interpersonal relationships; the connection between academic success and life after high school; planning for the future, parent-teen communication; cultural diversity; and school, community, and internet safety. Student assessment will be based on mastery of leadership skills, role modeling behaviors, class participation, and self-assessments. During the spring semester, students will be expected to participate in ongoing sessions to plan and implement a service-learning project with their ninth-grade peer groups.

Note: This is an honors course.

BROADCAST MEDIA AND TECHNOLOGY (L)

Prerequisites: English I

This one semester electronic technology, journalism, and laboratory course offers the following major units of study: deconstructing news, journalism and ethics; iPhoto/iMovie digital storytelling, Play On sports live streaming, television studio production techniques, copyright laws, digital camera operations, basics of iMovie editing, broadcasting scripting, journalistic styles, and specialized stories: news, features, sports, etc. Students learn pre production, production, and post-production techniques and protocol. Students' work will be published to the Internet.

TEACHER CADET I, II Honors (M)

TheTeacher Cadet course encourages academically talented, high-achieving, high school students with exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal is to develop future community leaders who will become civic advocates for public education.This course uses an innovative approach to attract talented high school students to the teaching profession through a challenging introduction to teaching.The Program seeks to provide students with insight into the nature of teaching, the problems of schooling and the critical issues affecting the quality of education in America's schools.

SparkNC HiTech Learning (H, M, L, U)

SparkNC offers flexible, high-tech, project-based courses in areas like AI, Cybersecurity, Software Dev, and Data Analytics, letting NC students choose their own paths for graduation credit by completing modules, design challenges, and capstone projects with industry input, moving away from traditional rigid schedules for personalized, competency-based learning.

Note: *In compliance with federal law, Sampson County Schools administers all state-operated educational programs, employment activities and admission without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.*