EDGECOMBE COUNTY PUBLIC SCHOOLS

*Futures Reimagined*

# HIGH SCHOOL COURSE GUIDE

# 2024—2025

Edgecombe Early College High School
EDGE Academy of Health Sciences
North Edgecombe High School
SouthWest Edgecombe High School
Tarboro High School

# NORTH CAROLINA

# PORTRAIT of a GRADUATE

ADAPTABILITY

COLLABORATION

COMMUNICATION

CRITICAL THINKING

EMPATHY

LEARNER'S MINDSET

PERSONAL RESPONSIBILITY

**Brought to you by:**

Statewide Portrait Design Team | NC Department of Public Instruction | NC Department of Commerce | NC Chamber of Commerce
BEST NC | NC Community College System | UNC System | NC Independent Colleges and Universities | MyFutureNC

# GRADUATE AIMS

**By the time they are 25 years old, all ECPS graduates will be able to say:**

- I know my purpose and passion, and I am living this out
- I possess global awareness and agency
- I can contribute positively to my community
- I have opportunities to return to or stay in Edgecombe County
- I am resilient in the face of challenges


ATTRIBUTES OF A FUTURE READY GRADUATE
Science Savvy
Strong Team Contributor
Effective Problem Solver
Critical Thinker
Financially Literate Citizen
Literate Consumer of Media
Curious Researcher
Capable Technology User
Creative/Innovative Thinker
Proficient Reader
Effective Communicator
Self-Directed Responsible Worker
Skilled Mathematician
Relationship Builder
Knowledgeable Global Citizen
Health-Focused Life-Long Learner
Multi-Lingual

# To Edgecombe County High School Students & Parents

The purpose of the High School Course Guide is to give you information about graduation requirements, course listings, and other related matters that will help you make decisions about the course selections for next school year. The guide will also help you make choices about course selections for the remaining years in high school to prepare for post-secondary goals for higher education and/or work. It is very important that you discuss these decisions before making final selections in the registration process. The decisions made about the courses to be taken next year are very important so think and plan ahead. School counselors are available to help you in this process.

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## Notice of Non-Discrimination

It is the policy of the Edgecombe County Public School System not to discriminate on the basis of race, ethnic origin, sex, or disability in our educational programs, activities or employment policies as required by Title VI of the Civil Rights Act of 1964, Title IX of the 1972 Educational Amendments, Section 504 of the Rehabilitation Act of 1973, and Title II of the 1990 Americans with Disabilities Act (ADA).

Questions and/or concerns should be directed to:


Jon Conway
Interim Assistant Superintendent of Human Resources
2311 N. Main Street
Tarboro, NC 27886
(252) 641-2653
(252) 823-1006 - Fax

# Edgecombe County Public Schools Graduation Requirements

*From the time you enter Kindergarten, you are preparing yourself for high school graduation. To make sure you are on track, remember that every high school student must meet state and local requirements. Your school counselor is available to answer questions you may have about what you need to reach your goal of high school graduation.*

| CONTENT AREA | FUTURE –READY CORE | OCS REQUIREMENTS |
|---|---|---|
| **English** | **4 Credits**<br>I, II, III, IV | **4 Credits**<br>OCS English I, II, III, IV |
| **Mathematics** | **4 Credits**<br>NC Math I, NC Math II, NC Math III, and a 4th math course to be aligned with the student's post high school plans.<br><br>*A student, in rare instances may be able to take an alternative math course sequence as outlined under State Board of Education Policy. | **4 Credits**<br>OCS Introductory Mathematics I, OCS Mathematics I, OCS Financial Management, Employment Preparation IV (includes 150 work hours) |
| **Science** | **3 Credits**<br>A physical science course, Biology, Earth/Environmental | **3 Credits**<br>OCS Applied Science, OCS Biology, Employment Preparation I (includes 150 work hours) |
| **Social Studies** | **4 Credits**<br>World History, American History, Founding Principles of the United States and North Carolina: Civic Literacy, and Economics and Personal Finance | **4 Credits**<br>Founding Principles of the United States and North Carolina: Civic Literacy, Economics and Personal Finance, Employment Preparation II: Citizenship 1A (includes 75 work hours), Employment Preparation II: Citizenship 1B (includes 75 work hours), |
| **World Language** | Not required for high school graduation. A two-credit minimum of the same foreign language is highly recommended for admission to a university in the UNC system, but not required. | Not required |
| **Health/Physical Education** | **1 Credit**<br>Health/Physical Education | **1 Credit**<br>Health/Physical Education |
| **Electives or other requirements** | **6 credits required**<br><br>2 Elective credits in any combination of: Career & Technical Education (CTE), Arts Education, World Languages<br><br>4 Elective credits from one of the following is strongly recommended:<br>• CTE: 4 credits within a NC Career Cluster with at least 1 credit at the second or completer level<br>• Arts: 4 credits (any combination) with at least 1 credit at the second level<br>• JROTC: 4 credits<br>• World Languages: 2 credits<br>• Any other subject area (Math, English, Science, Social Studies)<br><br>6 additional electives from any content area | **12 Credits required**<br>• A career portfolio<br>• 4 CTE credits<br>• 2 additional elective credits |
| *All students must complete CPR instruction in order to receive a diploma* | | |
| **Total** | **28 credits** | **24 credits** |

**For students applying for first-time (freshman) admission to UNC constituent institutions after the 2024 spring semester:

- Two additional academic courses from English, mathematics, science, social studies, world languages, or computer science.
  (Note: these courses should be selected in alignment with a student's academic and career objectives. Completion of two sequential world language courses is recommended.)

# Diploma and Promotion Requirements

To receive a high school diploma, you must complete all course of study requirements for graduation. To be classified as a freshman, a student must have been promoted from middle school to high school. Promotion or grade-level assignment in grades 9-12 is based on units of credit earned by successful completion of specific courses. In a four-course per semester, block scheduled sequence:

1. Promotion to grade ten is based upon successful completion of at least six (6) units of credit, one of which must be an English course required for graduation.
2. Promotion to grade eleven is based on successful completion of at least thirteen (13) units of credit, one of which must be an English course required for graduation.
3. Promotion to grade twelve is based on the successful completion of at least twenty (20) units of credit, two of which must be in English courses required for graduation.

A student may be promoted at mid-year providing he/she has met the required number of courses and can meet the required number of credits to be promoted at the end of the year to the next grade. (BOE Policy 3420).

Graduation Requirements and Four-Year Program Planning: In addition to the specific subjects and number of units specified, you must participate in the Future Ready Course of study in order to graduate from high school.

For admission to any university in the University of North Carolina System, you must complete a four- year course of study that will fulfill the minimum course requirements. You may also choose to complete the more rigorous North Carolina Academic Scholars Program that provides a special distinction to the high school diploma.

All other students, except for certain special education students, must meet the minimum graduation requirements for the Future Ready Core.

A special education student whose needs are not met by Future Ready Core may have courses that are specifically selected to meet his or her individual needs. In some specific cases, this could be the Occupational Course of Study and would include a combination of courses designed with the Individualized Education Plan in mind. It would also include supervised work experience.

# Early Graduation

Seniors who have earned the required units of credit for graduation by the end of first semester may exit with an official transcript. During second semester, if authorized by the principal, they may participate in extracurricular activities with the exception of interscholastic athletics and may participate in graduation exercises at the end of the school year.

Seniors who have met graduation requirements and do not wish to attend second semester should submit to the principal or counselor an application for mid-year graduation at least ten school days before the end of the first semester. (Early graduates must be approved by the Board of Education.)

If a senior who is eligible for graduation after second semester has begun, the student will be assigned a grade of "WP or "WF" (Withdrew Passing or Withdrew Failing) in each class with no quality point value, provided that the student withdraws from the school before the end of the first six weeks of the second semester. If a senior who is eligible for graduation after first semester withdraws from school after the last day of the first six weeks of the second semester, the student will be assigned a grade of "F" for each second semester class in which the student was enrolled and may not participate in any extracurricular activities, including graduation exercises. (BOE Policy 3460)

# REGISTRATION INFORMATION

## Enrollment Requirements

If you have not been officially assigned to a high school, you must meet the following requirements as outlined in Edgecombe County Public School Board Policies 4100, 4110, 4115,4120 in order to become enrolled in a high school:

1. You must reside with your parents or with a legally appointed guardian within the school's district.
2. You must be officially withdrawn from your previous school (All debts must have been paid and all textbooks returned.)
3. You must present an official school record of credits earned or a final report card from your previous school.
4. You must have proof of guardianship (i.e., birth certificate or court ordered custody papers).

## Class Load Requirements and Early Release

It is the policy of the Edgecombe County Public Schools Board of Education that you must register for four (4) course units each semester, a total of eight (8) course units for the academic school year. If you feel that you have unusual circumstances that might justify an early release from school each day and a schedule of less than four courses per semester, you may apply to the policy committee of the ECPS Board of Education for an exemption to the requirement. Students who have been enrolled for more than four years in high school are exempted from this requirement. The policy does not affect you if your schedule includes early release for an on-the-job work experience as a part of the career technical education program. If necessary, the principal may make additional exceptions for modified schedules.

## Planning for the Future

As you begin the process of making decisions about the courses you should take next year, there are several things you need to keep in mind.

1. Have you developed a plan that outlines your goal(s) for pursuing additional education or going to work immediately after high school?
2. Does your plan identify the courses you should take while in high school to help you reach your goal(s)?
3. Will the courses you plan to take next year help you reach the goal(s) you have set for yourself?

If you cannot answer "yes" to all three of these questions, you may need to contact your counselor and ask for assistance with this very important task. It is also very important for you to discuss this subject with your parents or guardians. Good planning can save you time, money, and frustration and give you a great start as you leave your high school program. For your reference there is a form in the back of this handbook to help parents and students think through this process (page 80-81)

It is extremely important that you make course selections carefully during the registration process. Registration is your commitment to take the courses selected. The only justifiable schedule changes are those resulting from unavoidable circumstances. Discuss your plans with your parents or guardians and then work with the counselors and teachers involved in the registration process as you make your selections.

# Registration Process for the 4 X 4 Block Schedule

Each of our high schools utilizes block scheduling. The 4x4 curriculum permits you to take eight subjects per year.

By taking eight courses each academic year, you can earn as many as thirty-two units of credit during your four-year high school career. The additional subjects you decide to take could include more advanced electives, more technology-related subjects, additional cultural arts offerings, or career and technical courses. Through the 4X4 schedule, you will have more options to better prepare yourself for life after high school.

The school year is divided into two separate semesters with each school day made up of four instructional periods. In most cases you will complete four courses and earn one unit of credit per course at the end of the fall semester. You will take four additional courses (for one unit of credit each) for the spring semester.

In the spring of each school year, you will pre-register for eight classes and designate at least two alternates. As soon as a final school schedule has been developed, you will receive a copy of your personal schedule. When you receive your schedule, review it very carefully with your parents or guardians to make sure it reflects accurately the courses for which you registered.

Few, if any, schedule changes will be made after the school year starts. NO SCHEDULE CHANGES WILL BE MADE AFTER THE FIRST TEN DAYS OF EACH SEMESTER.

# College Admission Requirements for UNC Campuses

In order to be considered for enrollment in any of the sixteen branches of the University of North Carolina System, you must meet certain minimum admission requirements. They are…

- A high school diploma or its equivalent
- Four course units in College/University Preparatory or higher English that emphasizes grammar, composition, and literature
- Four course units in mathematics, including Mathematics I, Mathematics II, Mathematics III, Geometry and a higher-level mathematics course for which Algebra II is a prerequisite
- Two course units in social studies, including one unit in U.S. history. Students who do not have the unit in U.S. history may be admitted on the condition that that they pass at least three semester hours in that subject by the end of the sophomore year.
- Three course units in science, including at least one unit in life science or biological science (for example, biology), at least one unit in a physical science (i.e., physical science, chemistry, or physics) and at least one laboratory science course
- It is recommended that one mathematics course be taken in the twelfth grade. All schools in the UNC system highly recommend two units of the same foreign language.

# Schools in the University of North Carolina System

Appalachian State University
East Carolina University
Elizabeth City State University
Fayetteville State University
NC A&T State University
NC Central University
NC School of the Arts
NC State University
UNC at Pembroke
UNC at Asheville
UNC at Chapel Hill
UNC at Charlotte
UNC at Greensboro
UNC at Wilmington
Western Carolina University
Winston-Salem State University

# NC Academic Scholars Program Requirements

In March of 1983, the State Board of Education created what has become known as the North Carolina Academic Scholars Program. Students who complete requirements for an academically challenging high school program are named Academic Scholars and receive special recognition. If you qualify for this special recognition, you:

- Will be designated by the State Board of Education as a North Carolina Academic Scholar.
- Will receive a seal of recognition attached to your diploma.
- May use this special recognition in applying to post-secondary institutions.

To become an Academic Scholar, you must complete the course of study specified below and must achieve an overall 3.5 unweighted GPA or better.

## Academic Scholars Program

The following revised plan is effective for students who enter the ninth grade for the first time in or after 2012-2013. Students must:

- Begin planning for the program before entering ninth grade to ensure they obtain the most flexibility in their courses.
- Complete all the requirements of this North Carolina Academic Scholars Program.
- Have an overall four-year un-weighted grade point average of ***3.500***
- Complete all requirements for a North Carolina high school diploma.

| **Class of 2016 and beyond** | | **Changes** |
|---|---|---|
| Future-Ready Core Course of Study | | |
| Credits | | |
| 4 | English I, II, III, IV | |
| 4 | Mathematics (should include Algebra I,, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite OR Mathematics I, II, III, and a higher level mathematics course with Mathematics III as prerequisite) | |
| 3 | Science (Physics or Chemistry course, Biology, and an Earth/Environmental Science course) | |
| 4 | Social Studies (World History, American History, Founding Principles of the U.S. and N.C.: Civics Literacy, Economics & Personal Finance | * Addition of fourth unit of social studies |
| 1 | Health and Physical Education | |
| 6 | Two (2) elective credits in a second language required for the UNC System<br><br>Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area | |

| | | |
|---|---|---|
| 3 | Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as:<br>-AP<br>-IB<br>-Dual or college equivalent course<br>-Advanced CTE/CTE credentialing courses<br>-On-line courses<br>-Other honors or above designated courses | |
| | **OR** | |
| 25 or 24+ NCG P | | Increases credit required by one. |

# Honors and Advanced Placement (AP) Course Criteria

You will have the opportunity to enroll in several different levels of courses. Selecting and enrolling in the proper level course should enable you to work at your own level of ability. Your decision to take Honors and/or AP courses should be based on your interests, your willingness to apply the increased time and effort required for these courses, and your previous success in school. Each of our high schools offers the following course levels.

For students enrolled in 2015-2016 and beyond, an extra 1/2 quality point (0.5) is assigned to passing grades in honors courses, and one (1) additional quality points are assigned to passing grades in advanced placement (AP), community college and college courses.

- **Academic –** 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 -** Course content, pace and academic rigor place high expectations on the student, demanding greater independence and responsibility. Such courses are more challenging than standard level courses and are distinguished by a difference in the depth and scope of work required to address the NCSCoS. These 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. The state course weighting system awards the equivalent of one (.5) quality point to the grade earned in Honors courses.
- **Advanced Placement (AP)** - Course content, pace and academic rigor are considered college-level as determined by the College Board and are designed to enable students to earn high scores on the AP test, potentially leading to college credit. These courses provide credit toward a high school diploma and require an EOC in cases where the AP course is the first course taken by a student in a subject where an EOC is required by the NC accountability program. The state weighting system awards the equivalent of two (1) quality points to the grade earned in an AP course.
- **College courses ("dual enrollment")** - Course content, pace and academic rigor are, by definition, college-level for these courses. College courses, which may be delivered by a community college, public university or private college or university, provide credit toward a high school diploma and may satisfy a graduation requirement or provide an elective course credit. The state weighting system adds the equivalent of one (1) quality point to the grade earned in community college courses included on the most recent

Comprehensive Articulation Agreement Transfer List, and for courses taught at four-year universities and colleges.

The availability of AP courses depends upon the number of students who pre-register and are identified through the AP potential data. In addition to the exams given for any AP courses that might be offered through your high school, the College Board offers Advanced Placement exams in other areas. Quality points are often revised and may change based on state policy.
Where possible, extra quality points are also awarded for eligible college transfer courses articulated by Edgecombe Community College.

## North Carolina Standardized Transcript

All public high schools in North Carolina have been required to adopt a standardized format for student transcripts that includes a standardized method of weighting course grades. It groups high school college/university preparatory courses into three levels: academic, honors, and advanced placement. As described earlier, passing grades in honors classes are "weighted" and given .5 additional quality point in calculating the grade point average while passing grades in advanced placement courses are given one additional quality point.

## 10 Point Grading Scale

In accordance with the NC Department of Public Instruction, high schools shall use one grading scale. The conversion of grades to quality points is standardized. Implicit is a conversion of percentage grades to letter grades according to the following widely used scale and effective for all high school students in 2015-2016, 90-100 = A; 80-89 = B; 70-79= C; 60-69 = D; < 59 = F. Grades and the corresponding number of quality points are shown below.

*Standard scale –– Numeric Grades with a letter grade legend.

| Entry Date | Grading Scale Info | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| **2015-2016** | 90-100 = 4.0 | 80-89 = 3.0 | 70-79 = 2.0 | 60-69 = 1.0 | ≤ 59 = 0.0 | WF = 0.0 |
| **and beyond** | FF = 0.0 | WP = 0.0 | INC = 0.0 | AUD = 0.0 | P = 0.0 | |

# Academic Honors

The eligibility requirements for academic honors are as follows:

- Graduation Honors: Beginning with the graduating class of 2022, students will be honored at graduation using university-aligned Latin honors designations. The distinctions will be determined after the second six weeks of the second semester. The distinctions are as follows: *
  - Summa Cum Laude - "With Highest Praise": GPA of 4.250 and up
  - Magna Cum Laude – "With Great Honor": GPA of 4.000-4.249
  - Cum Laude – "With Honor": 3.750-3.999
- Marshal: Qualifications for this designation are determined at each high school.
- National Honor Society: Must have a weighted GPA of 3.630 to be eligible for induction spring semester of 10th grade or enter in the 11th or 12th grade and maintain that average.

Academic Honor Rolls:

- Principal's List - All A's
- A Honor Roll--A average; no grade lower than B
- B Honor Roll--B average; no grade lower than C
- *The weighted grading system will be used to determine grade point averages (GPA) in honors and AP Courses for the purpose of determining academic honors.

# Class Rank

Each high school will provide a rank in class for all students. Rank in class will be based on the cumulative grade point average (GPA). To determine class rank, the GPA for each student will be calculated to the third decimal place. A student's rank will be calculated as "1" plus the number of students in the same grade whose GPA is greater than the student's GPA.

End-of-semester grades shall be converted to GPAs according to the Standards for Calculating the Weighted Grade Point Average and Class Rank of North Carolina Public High School Transcripts as specified in North Carolina State Board of Education Policy.

The student(s) with the highest rank in the graduating class shall be named the valedictorian(s) of the graduating class. The student(s) with the second highest rank in the graduating class shall be named the salutatorian(s) of the graduating class. To be declared the valedictorian or the salutatorian, a student must have been enrolled in the school the final two semesters during which credit toward selection is earned. The student(s) will have the option of taking early graduation or continue to be enrolled in the school for the remainder of the final semester of their senior year. The valedictorian and salutatorian will be determined at the end of the second six weeks grading period of the second semester of the senior year.

If, after calculating GPA to the third decimal point, students are tied for valedictorian or salutatorian, the school shall name all students eligible as valedictorian or salutatorian. If there is a tie for valedictorian, the student with the next highest weighted GPA will be named the salutatorian. This policy shall be effective with the graduating class of 2010/2011. (BOE Policy 3450)

# Scholastic Requirements for Athletes

In order for you to be eligible to participate in athletics, you must meet ALL of the following requirements:

- You must pass a minimum of three (out of four) courses for the semester prior to the sport for which you are trying out. Winter sport eligibility will be lost if you do not pass three courses at the end of the first semester. Summer school-work may be used to make up part of the minimum and may be applied to the most recent semester (spring).
- You must have been in attendance at least 85% of the previous semester (You may not miss more than 13 days of school for any reason.)

Students must meet all promotion standards and be promoted to the next grade level.

Seniors who are in their last semester must be enrolled in at least two classes to participate in high school athletics.

# The NC Driver's License Law

North Carolina has a law that revokes the driving permit or license of a student under the age of 18 if the student (1) is unable to maintain adequate academic progress (passing 3 out of 4 courses each semester), (2) is suspended for a period of 10 days or longer, (3) is assigned to an alternative setting for disciplinary reasons, or (4) drops out of school.

# Edgecombe Early College High School
# EDGE Academy of Health Sciences

Edgecombe Early College High School and the EDGE Academy of Health Sciences are small high schools located on the Tarboro and Rocky Mount campuses of Edgecombe Community College. Students are able to take high school and community college classes without having to travel between area high schools and the college. EECHS and EAHS both offer smaller high school class sizes, a wide variety of community college degree and diploma programs, a flexible schedule, and the more mature environment of a college campus.

Edgecombe Early College High School and the EDGE Academy of Health Sciences are a part of Edgecombe County Public Schools and students graduating from these early colleges will earn the same high school diploma as students enrolled at any of the three other district high schools; however, early college students are expected to complete all courses required for high school graduation and take college courses that earn a high school diploma along with an Associate's Degree. The early college is designed to meet the needs of students who will benefit from a learning environment different from that found at the traditional high school. This includes students who need the flexible schedule of a college campus and who are highly motivated and committed to attending high school for a five-year period in order to earn the Associate's Degree.

Edgecombe COMMUNITY COLLEGE

The Career and College Promise (CCP) program allows qualified high school juniors and seniors in North Carolina the opportunity to pursue college courses (tuition free) while in high school. The CCP program accelerates completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. CCP is designed for students who are college-ready while in high school and who want to get a head start on college.

FREE TUITION • EARN CREDIT • CHOOSE YOUR PATHWAY

Edgecombe Community Career and College Promise Eligibility Requirements:

## To be eligible for a College Transfer pathway, students must:

- Be a high school junior or senior.
- Have a 2.8 or higher unweighted high school GPA
  OR demonstrate college readiness in reading, writing and math on a state-approved assessment test (SAT, PSAT, ACT, Pre-ACT, ACC placement test)
- Maintain at least a college GPA of 2.0 after two college courses for continued eligibility

## To be eligible for a Career Technical Education (CTE) pathway, students must:

- Be a high school junior or senior.
- Have a 2.8 or higher unweighted high school GPA,
  OR demonstrate college readiness in reading, writing and math on a state-approved assessment test (SAT, PSAT, ACT, Pre-ACT, ACC placement test),
  OR have written recommendation from the high school principal/principal's designee. If entering CCP upon principal/designee recommendation, student must meet the prerequisite for any course in the chosen pathway.
- Maintain at least a college GPA of 2.0 after two college courses for continued eligibility.

**The following 3 pathways for College Transfer have been approved for juniors and seniors with an unweighted high school GPA of 2.8**

**<u>This pathway will lead to the Associate in Arts (P1012C)</u>**

| **Courses** | **Hours** |
|---|---|
| ENG 111 Writing and Inquiry | 3 SHC |

| | |
|---|---|
| ENG 112 Writing/Research in the Disciplines | 3 SHC |
| COM 231 Public Speaking | 3 SHC |
| ART 111 Art Appreciation | 3 SHC |
| ENG 231 American Literature I | 3 SHC |
| ENG 232 American Literature II | 3 SHC |
| MUS 110 Music Appreciation | 3 SHC |
| PHI 240 Introduction to Ethics | 3 SHC |
| ECO 251 Principles of Microeconomics | 3 SHC |
| ECO 252 Principles of Macroeconomics | 3 SHC |
| HIS 111 World Civilizations I | 3 SHC |
| HIS 112 World Civilizations II | 3 SHC |
| HIS 131 American History I | 3 SHC |
| HIS 132 American History II | 3 SHC |
| POL 120 American Government | 3 SHC |
| PSY 150 General Psychology | 3 SHC |
| SOC 210 Intro to Sociology | 3 SHC |
| MAT 143 Quantitative Literacy | 3 SHC |
| MAT 152 Statistical Methods I | 4 SHC |
| MAT 171 Precalculus Algebra | 4 SHC |
| AST 111/111A Descriptive Astronomy and Lab | 4 SHC |
| BIO 110 Principles of Biology | 4 SHC |
| BIO 111 General Biology I | 4 SHC |
| CHM 151 General Chemistry I | 4 SHC |
| GEL 111 Intro to Geology | 4 SHC |

| | |
|---|---|
| PHY 110/110A Conceptual Physics and Lab | 4 SHC |
| ACA 122 College Transfer Success | 2 SHC |

Once in the College Transfer Pathway, students must continue to make progress toward high school graduation and maintain college GPA of 2.0. A student may change his or her program of study with the approval of the high school principal or designee and the college's chief student development administrator. A student may enroll in a College Transfer Pathway and a Career and Technical Program of Study.

**This pathway will lead to Associate in Science (P1042C)**

| **Courses** | **Hours** |
|---|---|
| ENG 111 Writing and Inquiry | 3 SHC |
| ENG 112 Writing/Research in the Disciplines | 3 SHC |
| COM 231 Public Speaking | 3 SHC |
| ART 111 Art Appreciation | 3 SHC |
| ENG 231 American Literature I | 3 SHC |
| ENG 232 American Literature II | 3 SHC |
| MUS 110 Music Appreciation | 3 SHC |
| PHI 240 Introduction to Ethics | 3 SHC |
| ECO 251 Principles of Microeconomics | 3 SHC |
| ECO 252 Principles of Macroeconomics | 3 SHC |
| HIS 111 World Civilizations I | 3 SHC |
| HIS 112 World Civilizations II | 3 SHC |
| HIS 131 American History I | 3 SHC |
| HIS 132 American History II | 3 SHC |
| POL 120 American Government | 3 SHC |
| PSY 150 General Psychology | 3 SHC |
| SOC 210 Intro to Sociology | 3 SHC |
| MAT 171 Precalculus Algebra | 4 SHC |

| | |
|---|---|
| MAT 172 Pre-calculus Trigonometry | 4 SHC |
| MAT 271 Calculus I | 4 SHC |
| BIO 110 Principles of Biology | 4 SHC |
| BIO 111 General Biology I | 4 SHC |
| BIO 112 General Biology II | 4 SHC |
| CHM 151 General Chemistry I | 4 SHC |
| CHM 152 General Chemistry II | 4 SHC |
| GEL 111 Intro to Geology | 4 SHC |
| PHY 110/110A Conceptual Physics and lab | 4 SHC |
| PHY 151 College Physics I | 4 SHC |
| PHY 152 College Physics II | 4 SHC |
| PHY 251 General Physics I | 4 SHC |
| PHY 252 General Physics II | 4 SHC |
| ACA 122 College Transfer Success | 2 SHC |

Once in the College Transfer Pathway, students must continue to make progress toward high school graduation and maintain college GPA of 2.0. A student may change his or her program of study with the approval of the high school principal or designee and the college's chief student development administrator. A student may enroll in a College Transfer Pathway and a Career and Technical Program of Study.

## Career and College Promise Associate Degree Nursing (ADN) Pathway (New)

This pathway will lead to the Associate in Arts (P1032C) – ***effective Fall 2018***

| **Courses** | **Hours** |
|---|---|
| ENG 111 | 3 SHC |
| ENG 112 | 3 SHC |
| ENG 114 | 3 SHC |
| ART 111 | 3 SHC |

| | |
|---|---|
| MUS 110 | 3 SHC |
| PHI 240 | 3 SHC |
| HUM 115 | 3 SHC |
| PSY 150 | 3 SHC |
| PSY 241 | 3 SHC |
| BIO 168 | 4 SHC |
| BIO 169 | 4 SHC |
| ACA 122 | 1 SHC |

Once in the College Transfer Pathway, students must continue to make progress toward high school graduation and maintain college GPA of 2.0. A student may change his or her program of study with the approval of the high school principal or designee and the college's chief student development administrator. A student may enroll in a College Transfer Pathway and a Career and Technical Program of Study.

## Career and Technical Education Curriculum Pathways Offered at ECC

Accounting
Agribusiness Technology (standard)
Agribusiness Technology (advanced)
Animal Science
Automotive Technology
Business Administration
Collision Repair
Cosmetology
Criminal Justice Technology
Distribution Management
Early Childhood Education
Electrical Systems Technology
Human Services Technology
IT: Exploration Certificate
IT: CCNA Core
IT: Geographic Information Science
IT: Internet Mapping Foundations
IT: Software Development
IT: Support Services
IT: Unmanned Aircraft Systems
Manufacturing Technology
Medical Assistant
Medical Office Administration
Trucking Operations
Welding

To take advantage of these opportunities, students need to speak with their high school Counselor, Career Coaches or their Career Development Counselor. You can also call Shawn Dawes at 823-5166 ext. 205. Students will need to obtain the appropriate forms for each semester they plan to attend. Depending on their high school schedules, students can take ECC classes during high school hours or in the evenings, however if they take courses outside of the school day, they must purchase their own textbook.

For more information about Career and College Promise program, and what ECC has to offer, please feel free to call Shawn Dawes at 252-618-6546

# English

The Common Core State Standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards—and the necessary shifts they call for—is essential to implementing the standards well.

1. Regular practice with complex texts and their academic language
2. Reading, writing, and speaking grounded in evidence from texts, both literary and informational
3. Building knowledge through content-rich nonfiction

**ENGLISH I – 10212XOE1** **(NE, SW, T)**
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: In English I ninth grade students study types of literature and literary works according to literary terms, poetic devices, reading skills, grammatical conventions, vocabulary strategies, and writing styles. Basic elements of drama, poetry, mythology, short stories, reading comprehension, and grammar are also studied.

**ENGLISH I HONORS (Pre-AP)– 10215XOE1H** **(EECHS, EAHS, NE, SW, T)**
Prerequisites: Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: In English I Honors ninth grade students will analyze, synthesize, and evaluate types of literature and literary works according to elements of plot, theme, tone, style, and characterization. Emphasis is on figurative language; poetic devices; essays; fiction; mythology; PSAT/SAT vocabulary; grammatical conventions; writing styles; and elements of drama, poetry, essays, and short stories. Research skills in note taking, documentation, editing and revision will be utilized in writing short reports in the content areas.

**INTRO TO ENGLISH II – 10252X0PE2** **(NE)**
Prerequisites: English I
Length: 1 Semester
Credit: 1
Description: Students in this ELA seminar develop foundational skills in reading, writing, thinking, and speaking that prepares them for the English II course and the world of college and work. The course will also focus on reading development, analysis of complex text, and knowledge of language structures and its application.

**ENGLISH II – 10222XOE2 (NE, SW, T)**
Prerequisites: English I
Length: 1 Semester
Credit: 1
Description: English II emphasizes reading and writing about world writers and their literature. Grammar and writing concentrate on analysis of literature and expository essays. This 10th grade course builds on the literary elements and vocabulary skills introduced in English I. Research reports and responding to prompts serve as a basis for point of view, expository, and informational writing. Students in this course are required to take the state EOC exam.

**ENGLISH II HONORS (Pre-AP) – 10225XOE2H (EECHS, EAHS, NE, SW, T)**
Prerequisites: English I & Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: English II Honors builds on the literary and vocabulary skills introduced in English I Honors, with emphasis on works by world writers, contemporary as well as classic. Grammar is incorporated in the study of the techniques of writing. Research projects will be required as per ECPS guidelines. Summer and outside supplementary reading are required for this 10th grade honors course. Students in this course are required to take the state EOC exam.

**ENGLISH III – 10232XOE3 (NE, SW, T)**
Prerequisites: English II
Length: 1 Semester
Credit: 1
Description: In English III the reading of American literature, chronologically and thematically, concentrates on vocabulary, reading comprehension, the American historical perspective of literature, the American culture, and literary movements and techniques. Strategies for preparing for the PSAT/SAT, including vocabulary skills, are reviewed and practiced. Research projects will be required as per ECPS guidelines.

**ENGLISH III HONORS – 10235XOE3H (EECHS, EAHS)**
Prerequisites: English II & Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: English III Honors emphasizes rigorous reading and writing about American literature, contemporary and classic. Summer and outside supplementary reading, selected from the American classics, are required. Research projects will be required as per ECPS guidelines. A career unit may also be included. Strategies for preparing for the PSAT/SAT, including vocabulary skills, are stressed.

**AP ENGLISH LANGUAGE & COMPOSITION – 1A007XELA (NE, SW, T)**
Blended Course meets English III graduation requirement
Prerequisites: Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: The course teaches students how to identify, analyze, and utilize the power of rhetoric to persuade an audience. This course is presented as a chronological survey of American literature. The genre of the nonfiction essay is explored extensively as support to the themes presented in the literature. Students will learn to analyze the audience, purpose and rhetorical strategies used by a wide variety of authors, and they will also learn how to employ those strategies in their own writing as they develop their purpose and identify their audience.

**ENGLISH IV – 10242XOE4 (NE, SW, T)**
Prerequisites: English III
Length: 1 Semester
Credit: 1
Description: English IV studies a survey of British literature, history, and language. Reading and writing about the literature will be emphasized, with the conventions of grammar and writing emphasized and incorporated in response to literary works. Students concentrate on vocabulary, research, critiques, literary criticism, and literary analysis. Research projects may include a senior project/paper/presentation. Communication skills are stressed in business and professional writing, as well as oral presentation.

**ENGLISH IV HONORS – 10245OXE4H (EECHS, EAHS)**
Prerequisites: English III & Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: English IV Honors is a briskly paced, rigorous course that involves the reading and writing of British literature and authors, classic and contemporary. Summer and outside supplementary reading relating to British literature are required. Research projects will be required as per ECPS guidelines. Literary writing builds on the vocabulary and analysis of literary elements mastered in Honors English I, II, and III.

**AP ENGLISH LITERATURE & COMPOSITION – 1A017XOELI (NE, SW, T)**
Blended Course meets English IV graduation requirement
Prerequisites: Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: AP English Literature and Composition adheres to the common core state standards requirements for English IV as well as the College Board recommendations for an approved advanced placement course. This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The writing assignments will focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Writing instruction includes attention to developing and organizing ideas in clear, coherent, and persuasive language.

**CAREER & COLLEGE READY GRADUATE (CCRG) ENG. IV – 10242X0CRG (NE, SW, T)**
Prerequisites: Student must be a senior
Length: 1 Semester
Credit: 1
Description: The State Board of Community Colleges (SBCC) in consultation with the State Board of Education (SBOE) developed a program that introduces the college developmental reading curriculum in high school. High school students that are not career and college ready by the end of their junior year, will have opportunities for college remediation prior to high school graduation through cooperation with community college partners. This course will count as the fourth level English for graduation.

**ADVANCED COMPOSITION HONORS – 10255XOADC (E)**
Prerequisites: Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: The ELA Seminar honors course builds a foundation for college-level writing with specific skills-based emphasis on reading carefully, writing effective arguments, understanding the writing process, engaging

with others' ideas, citing accurately, and crafting powerful prose. Additional emphasis is placed on grammar, sentence structure, syntax, and skills relevant to the English section of the ACT.

# World Languages

**SPANISH I – 11412XOS1** **(EECHS, EAHS, NE, SW, T)**
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: This course is an introduction to the study of the Spanish language and its culture. It allows the students to perform the most basic functions of the language and to 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 context focuses on the students' lives and experiences and includes exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language needs. A general introduction to the culture, its products (e.g., literature, laws, foods and games), perspectives (e.g., attitudes, values and beliefs) and practices (e.g., patterns of social interaction) is integrated throughout the course.

**SPANISH II – 11422XOS2** **(EECHS, EAHS, NE, SW, T)**
Prerequisites: Spanish 1
Length: 1 Semester
Credit: 1
Description: This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in simple 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 with issues of everyday life inside and outside the classroom setting. They compose related sentences that narrate, describe, compare and summarize familiar topics from the Spanish culture. Focus is placed on understanding main ideas. Students develop a better understanding of the similarities and differences between cultures and languages, and they examine the influence of the beliefs and values on the Spanish culture.

# Mathematics

**FOUNDATIONS OF NC MATH I – 20502SOFM1** **(EAHS, NE, SW, T)**
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: Foundations of Math I provides students a more in-depth study of introductory mathematics skills and builds a solid foundation in algebraic reasoning. This course is designed to prepare students to advance successfully into the Math I course. Successful completion of this course requires a passing score in

the class and on a comprehensive final exam. This course provides one unit of elective credit but does not count as one of the four math credits required for graduation.

**NC MATH I – 21032XOM1 (NE, SW, T)**
Prerequisites: Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The final exam is the North Carolina End-of-Course Test based on the Common Core Math 1 Standards.

**NC MATH I HONORS– 21095XOM1H (EECHS, EAHS)**
Prerequisites: Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: The Math I honors course formalizes and extends the mathematics that students learned in middle school with a differentiated emphasis on project- and application-based math. The honors-level course follows the same Math I course of study as outlined in the academic level course, including linear relationships, quadratics, modeling, data analysis, and basic geometry. The honors-level course also includes increased academic rigor, scaffolded project-based assignments, and advanced homework expectations.

**FOUNDATIONS OF NC MATH II – 20512XOFM2 (EECHS, EAHS)**
Prerequisites: Math I & Teacher Recommendation
Length: 1 Semester
Credit: 1
Description: Foundations of Math II is designed as a bridge course between Math I and Math II. In addition to the reinforcement of common core concepts from Math I, this course also introduces students to various principles and concepts of higher-level mathematics specifically designed to prepare students for Math II as well as designed to help in a successful transition. This course provides one unit of elective credit but does not count as one of the four math credits required for graduation.

**NC MATH II – 22012XOM2 (NE, SW, T)**
Prerequisites: Math I
Length: 1 Semester
Credit: 1
Description: This course is the second of three courses in a series that uses a more integrated approach to cover the same algebra and geometry concepts and skills that are included in the traditional three course series. The problem situations, models, and technology used will foster connections among the various strands of mathematics and develop concepts from multiple perspectives.
Skills include: Further develop the understanding of the concepts of algebra, geometry, probability, and statistics, integrated with an introduction to trigonometry, exponential and logarithmic functions, sequences and series.

**NC MATH II HONORS – 22015XOM2H (EECHS, EAHS, NE, SW, T)**
Prerequisites: Math I & Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: Math II Honors continues students' study of topics from algebra, geometry, and statistics. Emphasis will be placed on higher order thinking skills that impact practical and increasingly complex applications in a problem-centered, connected approach. Functions, matrix operations, and algebraic representations of geometric concepts are the principal topics of study. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships and use those representations to solve problems. Appropriate technology should be used regularly for instruction and assessment.

**FOUNDATIONS OF NC MATH III – 20512XOFM2 (EECHS, EAHS, NE, T)**
Prerequisites: Math II & Teacher Recommendation
Length: 1 Semester
Credit: 1
Description: Foundations of Math III is designed as a bridge course between Math II and Math III. In addition to the reinforcement of common core concepts from Math II, this course also introduces students to various principles and concepts of higher-level mathematics specifically designed to prepare students for Math III as well as designed to help in a successful transition. This course provides one unit of elective credit but does not count as one of the four math credits required for graduation.

**NC MATH III – 23012XOM3 (NE, SW, T)**
Prerequisites: Math II
Length: 1 Semester
Credit: 1
Description: This course is the second of three courses in a series that uses a more integrated approach to cover the same algebra and geometry concepts and skills that are included in the traditional three course series. The problem situations, models, and technology used will foster connections among the various strands of mathematics and develop concepts from multiple perspectives.
Skills include: Review and further develop the understanding of concepts for algebra, geometry, functions, probability, statistics, sequences/series, logarithmic and exponential functions, and trigonometry, using an integrated approach.

**NC MATH III HONORS – 23015XOM3H (EECHS, EAHS, NE, T, SW)**
Prerequisites: Math II & Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: Math III Honors continues students' study of topics from algebra, geometry, and statistics. Emphasis will be placed on higher order thinking skills that impact practical and increasingly complex applications in a problem-centered, connected approach. Functions, matrix operations, and algebraic representations of geometric concepts are the principal topics of study. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships and use those representations to solve problems. Appropriate technology should be used regularly for instruction and assessment.

**NC MATH IV – 24092X0 (NE, T, SW)**
Prerequisites: Math III
Length: 1 Semester
Credit: 1
Description: 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 Pre-calculus or other advanced math courses.

**NC MATH IV HONORS – 24095X0 (EECHS, EAHS, NE, T, SW)**
Prerequisites: Math III & Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: NC Math 4 Honors addresses the topics of NC Math 4 at a more comprehensive and rigorous level. Additional topics and requirements with real-world applications are included.

**CAREER & COLLEGE READY GRADUATE (CCRG) MATH – 20132X0CRG (NE, SW, T)**
Prerequisites: Student must be a senior
Length: 1 Semester
Credit: 1
Description: The State Board of Community Colleges (SBCC) in consultation with the State Board of Education (SBOE) developed a program that introduces the college developmental math curriculum in high school. High school students that are not career and college ready by the end of their junior year, will have opportunities for college remediation prior to high school graduation through cooperation with community college partners. This course does not count as a fourth level math.

**PRE-CALCULUS HONORS - 24035X0 (NE)**
Prerequisites: Math III Honors or Teacher Recommendation
Length: 1 Semester
Credit: 1
Description: The purpose of Precalculus is to build upon the study of algebra, functions, and trigonometry experienced in previous high school mathematics courses. This course will build on students' algebraic skills and understanding of functions to delve into real world phenomena and to deepen understanding of the functions in the course. This course is designed for students pursuing careers in STEM-related fields. Students will be prepared for Calculus, AP Calculus and any entry-level college course.

**AP PRE-CALCULUS – 2A047X0 (SW)**
Prerequisites: Math III Honors or Teacher Recommendation
Length: 1 Semester
Credit: 1
Description: This course is designed to be the equivalent of a freshman level college course. In AP Precalculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Precalculus prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

# Science

**EARTH & ENVIRONMENTAL SCIENCE – 35012XOEE (NE, SW, T)**
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: This course focuses on the function of the earth's systems. It studies the geologic and environmental systems of our dynamic earth. Students study the relationships of matter and energy and geochemical cycles. Emphasis is placed on environmental awareness and sustention efforts. Students will explore the classic environmental problems and issues as well as new ideas and solutions to problems. Research and independent investigation is required and classroom discussion of related issues is emphasized.

**EARTH & ENV. SCIENCE HONORS– 35015XOEEH (EECHS, EAHS, NE, SW, T)**
Prerequisites: Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: This course focuses on the function of the earth's systems. It studies the geologic and environmental systems of our dynamic earth. Students study the relationships of matter and energy and geochemical cycles. Emphasis is placed on environmental awareness and sustention efforts. Students will explore the classic environmental problems and issues as well as new ideas and solutions to problems. Research and independent investigation is required. On the honors level, emphasis will be placed on independent research and comparative analysis of earth's interacting systems.

**PHYSICAL SCIENCE – 34102XOPS (EECHS, EAHS, NE, SW, T)**
Prerequisites: Earth & Environmental Science
Length: 1 Semester
Credit: 1
Description: Physical Science is a lab-based course designed to acquaint students with concepts pertinent to the structure of atoms, structure, and properties of matter; motion and forces; and conservation of energy, matter, and change. This course satisfies the physical science credit required for graduation.

**BIOLOGY – 33202XOB (NE, SW, T)**
Prerequisites: Earth & Environmental Science
Length: 1 Semester
Credit: 1
Description: Biology is a lab-based course designed to acquaint students with the basic principles of biological science. This is accomplished by guiding the students through experiences in the scientific method, genetics, evolution, ecology, multi-cellular plants and animals, and human anatomy and physiology. The student is expected to participate in outside projects and computer tutorials. This course has a state mandated end-of-course test.

**BIOLOGY HONORS – 33205XOBH (EECHS, EAHS, NE, SW, T)**
Prerequisites: Earth & Environmental Science & Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: This lab-based course deals with living organisms and vital processes. The course is divided into four major areas of study: cellular structure and biochemistry, genetics, ecology, and anatomy and

physiology. This course is designed for the student who is self-motivated and self-disciplined. Subject related projects, computer tutorials, independent studies, and outside readings and critiques are required. This course has a state mandated end-of-course test.

**CHEMISTRY – 34202XOC** **(NE, SW, T)**
Prerequisites: Biology & Math 1
Length: 1 Semester
Credit: 1
Description: The aim of this course is to enable students to develop a better understanding of the world around them. It concerns itself with the structure of properties of matter. It combines the theories and concepts of chemistry with practical applications. Subject related projects and independent study are required with emphasis on research and higher-level cognition.

**CHEMISTRY HONORS – 34205XOCH** **(EECHS, EAHS, NE, SW, T)**
Prerequisites: Biology, Math 1, & Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: Chemistry honors is designed to acquaint the college-bound student with the chemical environment. Students will study the structure and states of matter, physical and chemical reactions, balancing and writing chemical formulas and equations, and atomic and molecular theory. Students will spend approximately one class period per week in laboratory experiments. Out of class subject-related projects and independent study are required.

**ANATOMY & PHYSIOLOGY HONORS – 33302X0** **(SW)**
Prerequisites: Earth Science, Physical Science, Biology, Chemistry
Length: 1 Semester
Credit: 1
Description: This is a semester long course designed for students who plan to enter careers that require extensive knowledge of the human body. Through this course, we will investigate the structure and function of the human body, as it pertains to organization, adaptations, and homeostasis. Coursework will include but is not limited to reading material, laboratory activities, projects, dissections, models, diagrams, notes, online assignments, and unit tests.

# Social Studies

**WORLD HISTORY – 43032XOWH** **(NE, SW, T)**
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: This course is designed to be a study of nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details on language, religion, diplomacy, and economic, political, and social institutions. The course also explores underlying themes of: power and authority; change and continuity; human environment interaction; globalization and cultural diffusion; and individual and group identity. This course seeks to move beyond the rote teaching of World History to the teaching of history in context to the world and global society in which students currently live and need to understand. With this in mind, it is important to note that this course is not designed to be a chronological study of history through periodization. The goal of this course is to blend the historical with the

contemporary and current. It is important for students in today's rapidly evolving global society to be able to understand the contemporary patterns and connections of globalization. Likewise, it is important they know that in order to do so one must study the historical precedents and antecedents of those patterns and connections.

**WORLD HISTORY HONORS – 43035XOWHH (EECHS, EAHS, NE, SW, T)**
Prerequisites: Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: In addition to the regular world history requirements, this honors class will utilize Socratic seminars, independent studies, and varied research. This course is designed for the student who is willing to do extensive reading and writing.

**AMERICAN HISTORY – 43112X0 (NE, SW, T)**
Prerequisites: World History
Length: 1 Semester
Credit: 1
Description: Providing a foundation to understand our nation's past and present, the American History course begins with the end of the French and Indian War in 1763 and continues through the most recent presidential election. This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Rooted in inquiry-based skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action. As well-rounded, productive citizens, the students will leave the American History course with both the knowledge and the skills to engage with the modern world by recognizing contemporary patterns and connections.

**AMERICAN HISTORY HONORS – 43115X0 (EECHS, EAHS, NE, T, SW)**
Prerequisites: World History & Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: This course addresses the topics of American History at a more comprehensive and rigorous level. Additional topics and requirements with real-world applications are included.

**FOUNDING PRINCIPLES OF THE U.S. and N.C.: – 43182X0 (NE, SW, T)**
**CIVIC LITERACY**
Prerequisites: World History
Length: 1 Semester
Credit: 1
Description: Civic Literacy is the study and understanding of citizenship and government. Through the Inquiry-based C3 Framework, this one-semester course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

**FOUNDING PRIN. OF THE U.S. and N.C.: – 43185X0 (EECHS, EAHS, NE, T, SW)**
**CIVIC LITERACY HONORS**
Prerequisites: World History & Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: This course addresses the topics of Civic Literacy at a more comprehensive and rigorous level. Additional topics and requirements with real-world applications are included.

**ECONOMICS & PERSONAL FINANCE – 43192X0 (NE, SW, T)**
Prerequisites: World History
Length: 1 Semester
Credit: 1
Description: Economics and Personal Finance provides students with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society. The course was developed in accordance with Session Law 2019-82 to "provide instruction on economic principles and … provide personal financial literacy instruction." Ultimately, students taking this course will understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Students will be introduced to key concepts from both micro and macroeconomics, as well as financial literacy concepts such as the cost of credit, planning and budgeting for large purchases, home mortgages, and college expenses, and other relevant financial literacy issues.

**ECONOMICS & PERSONAL FINANCE HONORS – 43195X0 (EECHS, EAHS, NE, T, SW)**
Prerequisites: World History & Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: This course addresses the topics of Economics and Personal Finance at a more comprehensive and rigorous level. Additional topics and requirements with real-world applications are included.

**STUDIES IN AMERICAN HISTORY HONORS – 8005XOSHH (SW, T)**
Prerequisites: Teacher/Counselor/Administration Recommendation
Length: 1 Semester
Credit: 1
Description: Students will examine selected topics in American history from the exploration of the New World until the end of the Civil War and Reconstruction. Additionally, students will learn to use primary and secondary sources to evaluate the impact of past events. Students will be expected to develop skills in using documents to draw conclusions regarding historical issues. Students will also be expected to develop skills in recognizing and explaining bias and/or point of view in historical documents as a means for clear interpretation. Students will write extensively using the language and conventions of historians. Writing assignments will be both analytical and interpretive, communicating the student's understanding of the historical period with the use of primary and secondary sources as evidence.

**AP US HISTORY – 4A077XOAUS (SW, T)**
Prerequisites: American History I & Teacher/Counselor/Administration Recommendation
Length: 1 Semester
Credit: 1
Description: The AP US History course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in US History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to access historical materials, apply their relevance to a given interpretive problem, and weigh the evidence and interpretations presented in

historical scholarship. The AP US History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and present reasons and evidence clearly and persuasively in essay form.

**AP AFRICAN AMERICAN STUDIES – 4A107X0 (SW)**
Prerequisites: 10th, 11th, 12th grade
Length: 1 Semester
Credit: 1
Description: AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

**AP US GOVERNMENT & POLITICS: – 4A067X0 (SW)**
Prerequisites: A in previous academic History course or A/B in previous honors History course
Length: 1 Semester
Credit: 1
Description: AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text- based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. This course can replace the civic literacy graduation requirement.

# The Arts

**VISUAL ARTS I – 54152XOA1 (NE, SW, T)**
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: Art I is an introduction to developing skills in the areas of drawing, design, painting, and printmaking. Drawing outside of class in sketchbooks may be required. The history of art is explored.

**VISUAL ARTS II – 54162XOA2 (NE, SW, T)**
Prerequisites: Visual Arts I
Length: 1 Semester
Credit: 1
Description: Art II is an in-depth exploration of media and techniques and may include the areas of drawing, painting, design, printmaking, and sculpture. Drawing outside of class in sketchbooks is required.

**VISUAL ARTS III HONORS – 54175XOA3H (NE, SW, T)**
Prerequisites: Visual Arts II & Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: Art III is an advanced level course for those students considering art as a career. Areas presented

may include drawing, design, painting, printmaking, jewelry fabrication, and sculpture. Drawing in sketchbooks outside of class and a research paper are required.

**VISUAL ARTS IV HONORS – 54185XOA4H (NE, SW, T)**
Prerequisites: Visual Arts III & Teacher/Counselor/Administrator Recommendation
Length: 1 Semester
Credit: 1
Description: This course is the most advanced art course offered. It is for students who are definitely making art a career. Advanced design, painting, drawing, printmaking, and commercial art are presented. Drawing in a sketchbook outside of class is required, and the development of a portfolio is emphasized.

**MUSIC HISTORY / APPRECIATION – 52162XOMHA (NE, T)**
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: This course is a general survey of musical styles and history from pre-Renaissance to the present. Topics will include an overview of musical styles, composers, and significant works in all genres of music.

**BAND I (INSTRUMENTAL MUSIC I) – 52552XOB1 (NE, SW, T)**
**BAND I (COLOR GUARD) – 52552XOCG1**
**BAND I (CONCERT BAND) - 52552X0CB1**
**BAND I (MARCHING BAND) - 52552X0MB1**
**JAZZ ENSEMBLE - 52552X0JE1**
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: Instrumental Music I is an entry-level course which continues to build on the comprehensive music education students have received in grades K-8. Students participating in an instrumental I course are expected to meet all of the objectives provided in the North Carolina Essential Standards for Music. Instrumental Music I will provide students with opportunities to develop and demonstrate appropriate instrumental practices; develop skills in improvising, composing, and arranging music; and apply reading and notating skills, etc. Additionally, it is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work.

**BAND II (INSTRUMENTAL MUSIC II) – 52562XOB2 (NE, SW, T)**
**BAND II (COLOR GUARD) – 52562XOCG2**
**BAND II (CONCERT BAND) - 52562X0CB2**
**BAND II (MARCHING BAND) - 52562X0MB2**
**JAZZ ENSEMBLE - 52562X0JE2**
Prerequisites: Band I
Length: 1 Semester
Credit: 1
Description: Instrumental Music II continues to build on the comprehensive music education students have received in Instrumental Music I. Students participating in an Instrumental II course are expected to meet all of the objectives of the North Carolina Essential Standards for Music. Instrumental Music II will provide students with opportunities to develop and demonstrate appropriate instrumental practices, play with increased technical accuracy and expression, and refine sight-reading and ear training skills, etc. Additionally, it is suggested that students create and/or maintain a portfolio which may contain a combination of written, audio, or visual examples of their work.

**BAND III (INSTRUMENTAL MUSIC III) – 52575XOB3 (NE, T)**
**BAND III (COLOR GUARD) – 52575XOCG3**
**BAND III (CONCERT BAND) - 52575X0CB3**
**BAND III (MARCHING BAND) - 52575X0MB3**
**JAZZ ENSEMBLE - 52575X0JE3**
Prerequisites: Band II
Length: 1 Semester
Credit: 1
Description: Instrumental Music III continues to build on the comprehensive music education students have received in Instrumental Music II. Examples of courses which may be offered as a level III instrumental class include: Concert Band, Symphonic Band, Wind Ensemble, Jazz Band, String Ensemble, Orchestra, Concert Orchestra, etc. Students participating in an Instrumental III course are expected to meet all of the objectives in the North Carolina Essential Standards for Music. Instrumental Music III will provide students with opportunities to develop and demonstrate advanced instrumental practices, play with increased technical accuracy and expression, play moderately difficult instrumental literature which requires well-developed technical skills, and give attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys.

**BAND IV (INSTRUMENTAL MUSIC IV) – 52585XOB4 (NE, T)**
**BAND IV (COLOR GUARD) – 52585XOCG4**
**BAND IV (CONCERT BAND) - 52585X0CB4**
**BAND IV (MARCHING BAND) - 52585X0MB4**
**JAZZ ENSEMBLE - 52585X0JE4**
Prerequisites: Band II
Length: 1 Semester
Credit: 1
Description: Instrumental Music IV continues to build on the comprehensive music education students have received in Instrumental Music III. Students participating in an instrumental IV course are expected to meet all objectives in the North Carolina Essential Standards for Music. Instrumental Music IV will provide students with opportunities to apply reading and notating skills with traditional and non- traditional music; develop skills in listening to, analyzing, and evaluating musical experiences; play instrumental literature representing diverse genres, styles, and cultures; and use singing techniques as appropriate. Additionally, it is suggested that students create and/or maintain a portfolio which may contain a combination of written, audio, or visual examples of their work.

# Health & Physical Education

**HEALTH & PHYSICAL EDUCATION – 60492XOHPE (NE, SW, T)**
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: This class is designed to give students both classroom work and physical activities in health and physical education on an alternating basis. The primary objective of this study is to help students become more aware of their physical and emotional wellbeing through intensive study of the human body and other areas of human health. In addition to health each student will participate in a variety of team and individual sports. This course is required for graduation.

**LIFETIME SPORTS – 60392XOLS (T)**
Prerequisites: Health & PE
Length: 1 Semester
Credit: 1
Description: This course is designed for students who desire to develop intermediate and advanced skills in lifetime activities such as badminton, bowling, cross training sports, Frisbee, golf, and tennis. Evaluation of student performance will be based on daily participation, skill tests, and written tests.

**WEIGHTLIFTING I – 60392XOW1 (NE, SW, T)**
Prerequisites: Health & PE
Length: 1 Semester
Credit: 1
Description: This program is designed for the sophomore or junior who demonstrates a proper knowledge of weightlifting techniques and principles. This course is more intensive and in-depth than Physical Conditioning I requiring the student to perform higher-level lifts and exercises.

**WEIGHTLIFTING II – 60392XOW2 (NE, T)**
Prerequisites: Weightlifting I
Length: 1 Semester
Credit: 1
Description: This course is designed for the junior or senior who desires to develop maximum skill in weight training, cardiovascular conditioning and nutritional development. This course is designed to meet the training needs and strength requirements of the varsity-level athlete.

**WEIGHTLIFTING III – 60392XOW3 (NE, T)**
Prerequisites: Weightlifting II
Length: 1 Semester
Credit: 1
Description: This course is designed for the junior or senior who desires to develop maximum skill in weight training, cardiovascular conditioning and nutritional development. This course is designed to meet the training needs and strength requirements of the varsity-level athlete.

**WEIGHTLIFTING IV – 60392XOW4 (NE, T)**
Prerequisites: Weightlifting III
Length: 1 Semester
Credit: 1
Description: This course is designed for the senior who desires to continue to develop maximum skill in weight training, cardiovascular conditioning and nutritional development. Emphasis will be placed on power lifting and lifetime maintenance for the weightlifting enthusiast.

**ADVANCED WEIGHTLIFTING – 60392X0AW (SW)**
Prerequisites: C or better in Health & PE & Weightlifting I
Length: 1 Semester
Credit: 1
Description: This course will include a rigorous curriculum of strength training and conditioning. The following core movements will be targeted for strength and proper technique; Bench Press, Squat & Power Clean. Additional accessory lifts, mobility work, and run tests will also be completed on a weekly basis.

**ADVANCED PHYSICAL EDUCATION – 60392X0AP (SW)**
Prerequisites: C or better in Health & PE
Length: 1 Semester
Credit: 1
Description: This course is designed as a sports specific curriculum (volleyball, soccer, speedball, etc.) with a focus on team-play, as opposed to the 9th grade curriculum, which is skills based. Fitness tests will occur each week.

**PE 9-12 HONORS – 60295X0 (SW)**
Prerequisites: B or better in Health & PE & an advanced PE course
Length: 1 Semester
Credit: 1
Description: This course will include various written assignments that align with all physical activities performed. Written assignments will cover the 5 components of health related fitness; cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition.

**PHYSICAL EDUCATION I – 60292XOP1 (NE)**
Prerequisites: Health & PE and Grade 10-12
Length: 1 Semester
Credit: 1
Description: This program is designed to place emphasis on P.E. skills and techniques. A variety of games will be taught and exercises will be performed daily.

**PHYSICAL EDUCATION II – 60292XOP2 (NE)**
Prerequisites: Physical Education I
Length: 1 Semester
Credit: 1
Description: This program provides organized, sequential, and systematic means for students to develop knowledge, skills, attitudes and understanding of sports and team play while promoting physical health and fitness. Emphasis is placed on lifetime sports.

**PHYSICAL EDUCATION III – 60292XOP3 (NE)**
Prerequisites: Physical Education II
Length: 1 Semester
Credit: 1
Description: This program is a continuation of Physical Education II.

**PHYSICAL EDUCATION IV – 60292XOP4 (NE)**
Prerequisites: Physical Education III
Length: 1 Semester
Credit: 1
Description: This program is a continuation of Physical Education III.

# Air Force and Army Junior ROTC

AFJROTC
Air Force Junior ROTC is a citizenship program for high school students in the ninth through twelfth grades. AFJROTC encourages its' students to get involved in their local communities to produce well informed and helpful citizens. Each year's aerospace science course work relates to a different theme, like aviation history,

the science of flight, and cultural studies. To enhance classroom learning, students participate in extracurricular and social activities such as field trips, drill teams, color guards, and model rocketry.

**AIR FORCE JUNIOR ROTC I – 95012XOAS1 (T, SW)**

Prerequisites: None
Length: 1 Semester
Credit: 1
Description: The AFJROTC program is a 4-year/term program for high school students. Each term is divided into two categories: Aerospace Science (AS) and Leadership Education (LE). AS-1 is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. LE-1 is intended for students who are entering the AFJROTC program and beginning their high school studies. It will introduce cadets to history, organization, mission, traditions, goals, and objectives of JROTC for all services. It introduces key military customs and courtesies, how to project a positive attitude, and examines the principles of ethical and moral behavior. It provides strategies for effective note taking and study skills for academic success, introducing cadets to AFJROTC providing a basis for progression through the rest of the program. The course introduces the student to cadet and Air Force organizational structure, uniform wear, customs, courtesies and other military traditions, health and wellness, and individual self-control and citizenship.

**AIRFORCE JUNIOR ROTC II – 95022XOAS2 (T, SW)**

Prerequisites: Aerospace Science I and Teacher Recommendation
Length: 1 Semester
Credit: 1
Description: The AFJROTC program is a 4-year/term program for high school students. Each term is divided into two categories: Aerospace Science (AS) and Leadership Education (LE). AS-II is an introductory course that focuses on how airplanes fly, how weather conditions affect flight and the human body, and flight navigation. LE-2 stresses communications skills and cadet corps activities. A great deal of information is taught on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Cadets will continue to wear the uniform and learn advanced drill and ceremony skills.

**AIRFORCE JUNIOR ROTC III HONORS – 95035XO (T, SW)**

Prerequisites: Aerospace Science II and Teacher Recommendation
Length: 1 Semester
Credit: 1
Description: The AFJROTC program is a 4-year/term program for high school students. Each term is divided into two categories: Aerospace Science (AS) and Leadership Education (LE). AS-III focuses on Cultural Studies. This course will introduce students to various regions of the world from a geographic, historical and cultural perspective. Leadership Education III familiarizes students with the various paths available after high school. LE-3 offers information on how to apply for admission to college, how to begin the job search, developing a resume, developing a budget and financial plan etc. Additionally, cadets will continue to wear their uniforms and learn more advanced drill skills.

**AIR FORCE JUNIOR ROTC IV HONORS – 95045XO (T, SW)**

Prerequisites: Aerospace Science III and Teacher Recommendation
Length: 1 Semester
Credit: 1
Description: The AFJROTC program is a 4-year/term program for high school students. Each term is divided into two categories: Aerospace Science (AS) and Leadership Education (LE). AS-IV focuses on Wilderness Survival. This course will provide training in skills, knowledge and attitudes necessary to successfully

perform fundamental tasks needed for survival. LE-IV provides the fundamentals of management and familiarizes students with the various paths available after high school. LE-4 offers information on how to apply for admission to college, how to begin the job search, developing a resume, developing a budget and financial plan etc. Additionally, cadets will continue to wear their uniforms and learn more advanced drill skills.

**AJROTC**

The JROTC curriculum contains academic, vocational, core, and elective subjects that are appropriate to students' interests and the academic community. The emphasis of JROTC is leadership, education, and training (LET). The scope, focus, and content of the curriculum are sequential, building upon the previous year's instruction. JROTC places emphasis on the acquisition of leadership and management fundamentals, problem-solving, and decision-making skills. In addition to this, JROTC emphasizes citizenship, leadership, service to the community, and personal responsibility, all which are essential to growth in both the military and civilian communities. JROTC does not require future military obligations. Successful completion of at least six units of credits in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

**LET I (ROTC I) – 95012XO (NE)**
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: This course includes classroom instruction and physical training in the history, customs, traditions and purpose of the Army JROTC. It contains the development of basic leadership skills to include leadership principles, values and attributes. The course teaches concepts of good leadership, developing values, and defining positive qualities of one's character. Fitness, nutrition, healthy life styles, first aid assistance, and awareness of substance abuse are all introduced topics in the class. The course will emphasize both writing and verbal communication techniques. An overview of geography and the globe are introduced. Also included is a study of the U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens and the federal justice system. The performance standards of this class are identified in the curriculum for the U.S. Army ROTC.

**LET II (ROTC II) – 95022XO (NE)**
Prerequisites: LET I & Teacher Recommendation
Length: 1 Semester
Credit: 1
Description: This course includes classroom instruction and laboratory instruction in teamwork, Maslow's hierarchy of needs, speaking and writing, developing potential, self-image, self-esteem, and personal values, creating one's own success, setting goals, developing personal hygiene, and learning how to study search for a career. The performance standards in this course are based on the performance standards identified in the curriculum for the U.S. Army JROTC.

**LET III (ROTC III) – 95032XO (NE)**
Prerequisites: LET II & Teacher Recommendation
Length: 1 Semester
Credit: 1
Description: This course includes classroom instruction as well as laboratory instruction expanding on skills taught in JROTC I and II. This course introduces equal opportunity and sexual harassment. It provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. It provides basic principles of management, self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts, includes dietary guidelines and fitness,

and introduces map-reading skills. It discusses the significant events to help shape the development of the Constitution and government.

**LET IV (ROTC IV) – 95042XO (NE)**
Prerequisites: LET III & Teacher Recommendation
Length: 1 Semester
Credit: 1
Description: This course includes classroom instruction as well as laboratory instruction in defining potential, understanding attitude and its relationship to performance, understanding conditioning and motivation, developing success habits and thought processes. Students will study character education and development and perform a community service project based on what they have learned. Students can earn two college credits from the University of Colorado for completing studies in character education and performing related service projects. The college credit expense is incurred by the student.

**LET V (ROTC V) – 95052XO (NE)**
Prerequisites: LET IV & Teacher Recommendation
Length: 1 Semester
Credit: 1
Description: This course includes classroom instruction and laboratory instruction expanding on the skills taught in JROTC 1-4. This course allows cadets to experience leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and provides leadership situations and opportunities to handle various leadership situations as well as execution of service learning activities. It teaches how to create a career portfolio and plan for college work. Financial management principles are studied further and skills for orienteering and/or land navigation are developed.

**LET VI (ROTC VI) – 95062XO (NE)**
Prerequisites: LET V & Teacher Recommendation
Length: 1 Semester
Credit: 1
Description: This course includes classroom instruction and laboratory instruction in economics. Students will learn how to manage their finances, budget, save, invest, purchase insurance, and manage credit. Once they have completed the course in financial management/economics and performed a related service, they can earn two college credits from the University of Colorado. The college credit expense is incurred by the student.

**LET VII (ROTC VII) – 95072XO (NE)**
Prerequisites: LET VI & Teacher Recommendation
Length: 1 Semester
Credit: 1
Description: This course focuses on creating a positive leadership situation, negotiating, decision-making, problem solving, planning and demonstrating leadership potential in an assigned command or staff position within the cadets' battalion organization structure. It includes how to use emotional intelligence, instruction on etiquette, daily planning, financial planning, and careers. Concepts of democracy and freedom and how to influence local governments are discussed.

**LET VIII (ROTC VIII) – 95082XO (NE)**
Prerequisites: LET VII & Teacher Recommendation
Length: 1 Semester
Credit: 1
Description: This course includes classroom instruction and laboratory instruction in writing and advanced citizenship. Students will learn the basic components of writing to prepare for college English or their career.

They will use citizenship action groups to perform community service projects related to government processes. Upon completion, students can earn two college credits from the University of Colorado at Colorado Springs (UCCS). The college credit expense in incurred by the student.

# Career Technical Education

## Agriculture

**HORTICULTURE I – Introduction to Plants – AP412X0 (NE, SW)**
Prerequisite: None
Length: 1 Semester
Credit: 1
Description: This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Grow your knowledge of plant biology and environmental conditions plants need to thrive. Cultivate plant identification skills and experiment with propagation and production practices. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Plant Systems pathway.

**HORTICULTURE II - Plant Production - AP422X0 (NE, SW)**
Prerequisite: Horticulture l
Length: 1 Semester
Credit: 1
Description: This course will 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. Build leadership development and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Plant Systems pathway.

**ANIMAL SCIENCE I - AA212X0 (NE, SW)**
Prerequisite: None
Length: 1 Semester
Credit: 1
Description: This course focuses on exploring 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. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Animal Science pathway.

**ANIMAL SCIENCE II HONORS- AA225X0 (NE, SW)**
Prerequisite: Animal Science I
Length: 1 Semester
Credit: 1
Description: This course will expand one's 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. Build leadership and employability skills through authentic experiences

from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Animal Science pathway.

**CTE ADVANCED STUDIES AGNR – WS022X0 (NE, SW)**
Prerequisite: Two technical credits in one Career Pathway
Length: 1 Semester
Credit: 1
Description: 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 INTERNSHIP AGNR – WI022X0 (NE, SW, T)**
Prerequisite: None
Length: 1 Semester
Credit: 1
Description: 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 of choice.

## Arts, A/V Technology & Communications

**ADOBE VISUAL DESIGN I- CD102X0 (SW)**
Prerequisite: None
Length: 1 Semester
Credit: 1
Description: In this course, students will 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.

**ADOBE VISUAL DESIGN II- CD112XO (SW)**
Prerequisite: Adobe Visual Design I
Length: 1 Semester
Credit: 1
Description: This allows students to 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.

**CTE ADVANCED STUDIES AAVC - WI012X0 (SW)**
Prerequisite: Two technical credits in one Career Pathway
Length: 1 Semester
Credit: 1
Description: 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 of choice.

**CTE INTERNSHIP AGNR - WI012X0 (SW)**
Prerequisite: None
Length: 1 Semester
Credit: 1
Description: 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 of choice.

## Business Management & Administration

**ENTREPRENEURSHIP I - ME112X0 (SW, T)**
Prerequisite: None
Length: 1 Semester
Credit: 1
Description: In this course, students will 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.

**ENTREPRENEURSHIP II HONORS - ME125X0 (SW, T)**
Prerequisite: Entrepreneurship l
Length: 1 Semester
Credit: 1
Description: In this course, students will continue to 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.

**PROJECT MANAGEMENT I -GS112X0 (SW, T)**
Prerequisite: None
Length: 1 Semester
Credit: 1
Description: This course will allow students to explore the principles, concepts, and software applications used in the management of projects from conception to completion. Utilize project-based learning to exemplify the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. Analyze the core concepts of scope, time, cost, and integration. Gain the knowledge and skills for careers across multiple pathways.

**PROJECT MANAGEMENT II HONORS – GS125X0 (SW, T)**
Prerequisite: Project Management l
Length: 1 Semester
Credit: 1
Description: This course will develop advanced project management skills. Utilize project-based learning to understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. Explore concepts of quality management, human resources, communication management, risk management, procurement management, and stakeholder management. Gain the knowledge and skills for careers across multiple pathways.

**CTE ADVANCED STUDIES BMA – WS042X0 (SW, T)**
Prerequisite: Two technical credits in one Career Pathway
Length: 1 Semester
Credit: 1
Description: This course prepares students 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 INTERNSHIP BMA – W1042X0 (SW, T)**
Prerequisite:
Length: 1 Semester
Credit: 1
Description: A CTE internship prepares students 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 of choice.

## Finance

**BUSINESS ESSENTIALS - BF102X0 (SW, T)**
Prerequisite: None
Length: 1 Semester
Credit: 1
Description: This course explores 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

**FINANCIAL PLANNING I - BF212X0 (SW, T)**
Prerequisite: Business Essentials
Length: 1 Semester
Credit: 1
Description: This course is designed to develop techniques to enhance personal wealth building for a secure financial future. Establish key strategies for wealth building through evaluating businesses for investment opportunities while incorporating current headlines and trends, financial resources, and stock market simulation. Gain the knowledge and skills for careers in financial planning.

**FINANCIAL PLANNING II - BF222X0 (SW, T)**
Prerequisite: Financial Planning l
Length: 1 Semester
Credit: 1
Description: Students will further develop the knowledge and skills to create a business financial plan; including loans, insurance, taxes, and corporate governance. Explore the various risks and returns associated with business activities and the impact of the global economy. Analyze ethical situations in various aspects of financial leadership in local, national, and global business environments. Gain the knowledge and skills for careers in financial planning.

## Hospitality & Tourism

**SPORT AND EVENT MARKETING I - MH312X0 (SW, T)**
Prerequisite: None
Length: 1 Semester
Credit: 1
Description: In this course, students 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.

**SPORT AND EVENT MARKETING II HONORS - MH325XO (SW, T)**
Prerequisite: Sports and Entertainment Marketing l
Length: 1 Semester
Credit: 1
Description: In this course, students will 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.

**HOSPITALITY AND TOURISM MANAGEMENT I - FH312X0 (SW, T)**
Prerequisite: None
Length: 1 Semester
Credit: 1
Description: 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. Gain the knowledge, skills, and industry certification for careers in hospitality and tourism management.

**HOSPITALITY AND TOURISM MANAGEMENT II - FH322X0 (SW, T)**
Prerequisite: None
Length: 1 Semester
Credit: 1
Description: Recognize career opportunities for management in the hospitality and tourism industry. Apply knowledge of the industry to develop a marketing plan for a company. Practice financial management, sales, and leadership for this dynamic industry. Gain the knowledge, skills, and industry credential for careers in hospitality and tourism management.

## Human Services

**COUNSELING & MENTAL HEALTH l - FC132X0 (SW, T)**
Prerequisite: None
Length: 1 Semester
Credit: 1
Description: This course is designed to 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. Gain the knowledge and skills for careers in counseling and mental health.

**COUNSELING & MENTAL HEALTH II - FC142X0 (SW, T)**
Prerequisite: Counseling & Mental Health I
Length: 1 Semester
Credit: 1
Description: Students in this course will 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. Gain the knowledge and skills for careers in counseling and mental health.

**CHILD DEVELOPMENT - FE602X0 (SW, T)**
Prerequisite: Grades 10 -12
Length: 1 Semester
Credit: 1
Description: This course allows students to 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. Gain the knowledge and skills for careers in early childhood development and services.

**EARLY CHILDHOOD EDUCATION I HONORS - FE115X0 (SW, T)**
Prerequisite: Students must be 16 by October 1. Child Development is a recommended prerequisite for this course
Length: 1 Semester
Credit: 2
Description: This two-credit course prepares students to acquire the knowledge and skills needed to provide developmentally appropriate practices in high quality early childhood education programs. 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. Gain the knowledge, skills, and industry credential for careers in early childhood development and services. * Students are required to complete a TB screening, health questionnaire, and criminal background check. * For safety reasons and intern placement, the recommended enrollment should not exceed 20 students.

**EARLY CHILDHOOD EDUCATION II HONORS - FE125X0 (SW, T)**
Prerequisite: Students must be 16 by October 1 and Early Childhood Education l
Length: 1 Semester
Credit: 2
Description: This two-credit course allows students to participate in the planning, creation, and adaptation of developmentally appropriate learning environments. Focus on curriculum, teaching practices, and learning materials through the internship experience. Teach children the importance of art and creativity. Gain the knowledge and skills for careers in early childhood education and services. * Students are required to complete a TB screening, health questionnaire, and criminal background check. * For safety reasons and intern placement, the recommended enrollment should not exceed 20 students.

**FOOD AND NUTRITION I - FN412X0 (NE, SW, T)**
Prerequisite: Principles of Family and Human Services recommended
Length: 1 Semester
Credit: 1
Description: This course allows students to formulate an understanding of nutrition for a healthy lifestyle by preparing foods in each food group. Develop kitchen skills that promote proper food handling practice. Plan

and execute meal management. Gain the knowledge, skills, and industry credential for careers in food and nutrition. *For safety and sanitation reasons, the recommended enrollment should not exceed 20 students.

**FOOD AND NUTRITION II - FN422X0 (NE, SW, T)**
Prerequisite: Food and Nutrition l
Length: 1 Semester
Credit: 1
Description: In this course, students expand their knowledge of nutrient needs for a healthy lifestyle through the lifespan. Discover the impact of food systems on the environment, economy, society, and the individual. Develop an entrepreneurial venture idea using the Lean Canvas Business Model. Gain the knowledge, skills, and industry credential in food protection management for careers in food and nutrition. *For safety and sanitation reasons, the recommended enrollment should not exceed 20 students.

**CTE ADVANCED STUDIES HUMA – WS102X0 (NE, SW, T)**
Prerequisite: Two technical credits in one Career Pathway
Length: 1 Semester
Credit: 1
Description: This culminating course is for juniors and seniors who have earned two technical credits, one of which is a concentrator course, in one Career Pathway. The Advanced Studies course will prepare students 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 INTERNSHIP HUMA – WI102X0 (NE, SW, T)**
Prerequisite: None
Length: 1 Semester
Credit: 1
Description: A CTE Internship prepares students 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 of choice.

## Information Technology

**COMPTIA IT FUNDAMENTALS – CI002X0ITF (NE)**
Prerequisite: None
Length: 1 Semester
Credit: 1
Description: This course is designed for students to set up and install common peripheral devices to a laptop or PC and secure a basic wireless network. Manage applications software while understanding the various components of an operating system. Interpret programming language categories and interpret the logic and purpose of programming. Gain the knowledge, skills, and industry credential for careers in the Computer Engineering pathway.

**COMPUTER ENGINEERING TECHNOLOGY I HONORS – CI015X0 (NE)**
Prerequisite: CompTia IT Fundamentals
Length: 1 Semester
Credit: 1
Description: This course is the second in a three course series. Students will install and configure laptops and other mobile devices. Support and troubleshoot Windows OS, Mac OS, and Linux OS environments.

Troubleshoot real-world device and network issues. Gain the knowledge, skills, and industry credential for careers in the Computer Engineering pathway.

**COMPUTER ENGINEERING TECHNOLOGY II HONORS – CI025X0 (NE)**
Prerequisite: Computer Engineering Technology I Honors
Length: 1 Semester
Credit: 1
Description: This course is the third in a three-course series. Students will troubleshoot PC and mobile device issues including common OS, malware, and security issues. Identify and protect against security vulnerabilities for devices and their network connections. Perform critical IT support tasks. Gain the knowledge, skills, and industry credential for careers in the Computer Engineering pathway.

**PYTHON PROGRAMMING I – CP1022X0 (T)**
Prerequisite: None
Length: 1 Semester
Credit: 1
Description: This course is designed to craft basic programs utilizing Python programming language. Execute functions, loops, operations, and data sets in various programs. Design programs with considerations for ethics, security, and how to implement the problem-solving process throughout the coding process. Gain the knowledge and skills for careers in the Python Programming pathway.

**PYTHON PROGRAMMING II HONORS– CP115X0 (T)**
Prerequisite: Python Programming l
Length: 1 Semester
Credit: 1
Description: This course will prepare to design, write, debug, and run programs encoded in the Python language. Formulate program using Internet of Things (IoT) programs. Develop stories utilizing data sets, visualizations, and Python programming. Gain the knowledge and skills for careers in the Python Programming pathway.

**CTE ADVANCED STUDIES INFO – WS112X0 (NE, SW, T)**
Prerequisite: Two technical credits in one Career Pathway
Length: 1 Semester
Credit: 1
Description: This culminating course is for juniors and seniors who have earned two technical credits, one of which is a concentrator course, in one Career Pathway. The Advanced Studies course will 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 INTERNSHIP INFO – WI112X0 (NE, SW, T)**
Prerequisite: None
Length: 1 Semester
Credit: 1
Description: A CTE Internship prepares students 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 of choice.

# Marketing

**SALES I - MI312X0** **(SW, T)**
Prerequisite: None
Length: 1 Semester
Credit: 1
Description: This course teaches students the basic knowledge around the sales profession. Students will explore careers in selling, personal branding, communication skills, customer service, buying behavior, technology, product knowledge, and the selling process. Project-based learning, English language arts, and social studies are reinforced.

**SALES II - MI322X0** **(SW, T)**
Prerequisite: Sales l
Length: 1 Semester
Credit: 1
Description: This course teaches students the art of selling and will build on the content from the Sales I course. Students will further develop their personal brand and will continue to work on communication and customer service skills in addition to learning about pre- and post-sales activities. Students will use role plays to engage in the selling process and will learn to think on their feet. Project-based learning, English language arts, mathematics, and social studies are reinforced.

**MARKETING I – MM512XO** **(T)**
Prerequisite: None
Length: 1 Semester
Credit: 1
Description: 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 – MM522XO** **(T)**
Prerequisite: Marketing I
Length: 1 Semester
Credit: 1
Description: 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.

**CTE ADVANCED STUDIES MRKT – WS142X0** **(NE, SW, T)**
Prerequisite: Two technical credits in one Career Pathway
Length: 1 Semester
Credit: 1
Description: This culminating course is for juniors and seniors who have earned two technical credits, one of which is a concentrator course, in one Career Pathway. The Advanced Studies course will 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 INTERNSHIP MRKT – WI142X0** **(NE, SW, T)**
Prerequisite: None
Length: 1 Semester
Credit: 1
Description: A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

## Trade & Industry

**PUBLIC SAFETY I - IP112X0** **(SW)**
Prerequisite: None
Length: 1 Semester
Credit: 1
Description: Students will 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.

**PUBLIC SAFETY II - IP122X0** **(SW)**
Prerequisite: Public Safety I
Length: 1 Semester
Credit: 1
Description: Students will 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 APPRENTICESHIP MANU - WB502X0** **(SW)**
Prerequisite: Two technical credits in one Career Pathway
Length: 1 Semester
Credit: 1
Description: Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Commerce can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate.

# Special Interest Topics

**AVID I – 96142X0A1** **(T)**
Prerequisite: 9th and 10th Grade Only
Length: 1 Semester
Credit: 1
Description: Students will learn about the AVID philosophy and strategies. Students will work on academic and personal goals, and communication skills. Students will increase their awareness of

involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will participate in collegial discussions during Philosophical Chairs and Socratic Seminars activities, prepare and participate in college entrance and placement exams, and refine study skills, test-taking, note-taking, and research techniques. They will take an active role in field trips and guest speaker preparations and presentations. Their research will include building their knowledge of college and careers of interest.

**AVID II – 96142X0A2 (T)**

Prerequisite: AVID I, 9th and 10th Grade Only
Length: 1 Semester
Credit: 1
Description: Students will refine AVID strategies to meet their independent needs and learning styles. As students increase the rigorous course load and school / community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Students will also analyze various documents in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary and ability to analyze complex text while continuing to prepare for college entrance exams. Students will continue to narrow their college and career interests based on personal interest and goals.

**HIGH-TECH LEARNING ACCELERATOR (Spark Lab) – 96102X0HLA (SW)**

Prerequisites: Written recommendation of Instructor
Length: 1 Semester
Credit: 1
Description:The High-Tech Learning Accelerator offers a new way to learn while earning credit toward graduation. You define your path: choose from more than 50 learning experiences, move at your own pace, and learn with students, teachers, and tech industry professionals from across North Carolina. The Accelerator lets you dive into high-tech fields including Esports, Game Development, Artificial Intelligence, Cybersecurity, User Experience Design, Software Development, and more. You can choose to survey several areas or go deeper in the topics that interest you most. There is no prerequisite. You can choose learning experiences that are online, in-person, or a blend of the two. You can define the time and place: choose to take this course during a traditional block during the school day or take it outside of the school day at a time and place you want to complete coursework. Either way you will have support from a trained instructor. This is a great first experience for students who have never explored careers in high-tech fields, and it's also an excellent starting point for students who'd like to accelerate towards earning an industry-recognized credential.

The High-Tech Learning Accelerator course is on a Pass/Fail Grade Scale and does not affect GPA. A pass grade does however count toward graduation credits.

**INDEPENDENT STUDY – 96102XIS (E)**

Prerequisites: Written recommendation of Instructor
Length: 1 Semester
Credit: 1
Description: This class is designed to give students guided individual study of a special interest topic for which the student has exceptional aptitude. The course will be designed around specific interest clusters with input from both the instructor and the student. Grading procedures will be contractual. This class is designed to be an in depth study of a narrow topic and is project oriented.

**TEACHER CADET I HONORS – 96045XO (EECHS)**
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: Early College Teacher Cadet I scholars begin to develop the knowledge, skills, and dispositions needed to become exemplary teachers.

**TEACHER CADET II HONORS – 96065XO (EECHS)**
Prerequisites: Teacher Cadet I Honors
Length: 1 Semester
Credit: 1
Description: Early College Teacher Cadet II scholars continue to develop the knowledge, skills, and dispositions from the previous course with additional emphasis on leadership development, pedagogy, and personal development.

**TEACHER CADET III HONORS – 96105X0TC3 (EECHS)**
Prerequisites: Teacher Cadet II Honors
Length: 1 Semester
Credit: 1
Description: Early College Teacher Cadet II scholars continue to develop the knowledge, skills, and dispositions from the previous course with additional emphasis on leadership development, pedagogy, and personal development in the internship setting.

**TEACHER CADET IV HONORS – 96105X0TC4 (EECHS)**
Prerequisites: Teacher Cadet III Honors
Length: 1 Semester
Credit: 1
Description: Early College Teacher Cadet II scholars continue to develop the knowledge, skills, and dispositions from the previous course with additional emphasis on application and extension of leadership development, pedagogy, and personal development in the internship setting.

**LOCAL ELECTIVE HONORS SEMINAR –96105XOSEM (E)**
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: Early college scholars taking seminar engage in project-based learning, service learning, and the Early College Reads Program.

**INTRODUCTION TO COMPUTER SCIENCE – 96102X0ICS (E, NE, SW, T)**
Prerequisites: None
Length: 1 Semester
Credit: 1
Description: An interactive introductory course for students brand new to programming that teaches the foundations of computer science using the Python language. Not only will this semester long course prepare students for AP Computer Science Principles, but it will teach students how to think computationally and solve complex problems, skills that are important for every student.

**DESIGN FOR CHANGE I – 96102XODC1 (NE)**
Prerequisites: None
Length: 1 semester or Year-Long
Credit: 1
Description: Design for Change reinforces social and academic skills needed to succeed in high school. Students practice note-taking, time management, study, social, and human relation skills. The course provides them with a mindset to become global citizens and initiate change within their community. Scholars learn more about themselves through an exploration of post-secondary education and career options.

**DESIGN FOR CHANGE II – 96102XODC2 (NE)**
Prerequisites: Design For Change I
Length: 1 semester or Year-Long
Credit: 1
Description: Design for Change reinforces social and academic skills needed to succeed in high school. Students practice note-taking, time management, study, social, and human relation skills. The course provides them with a mindset to become global citizens and initiate change within their community. Scholars learn more about themselves through an exploration of post-secondary education and career options.

**DESIGN FOR CHANGE III – 96102XODC3 (NE)**
Prerequisites: Design For Change II
Length: 1 semester or Year-Long
Credit: 1
Description: Design for Change reinforces social and academic skills needed to succeed in high school. Students practice note-taking, time management, study, social, and human relation skills. The course provides them with a mindset to become global citizens and initiate change within their community. Scholars learn more about themselves through an exploration of post-secondary education and career options.

**DESIGN FOR CHANGE IV – 96102XODC4 (NE)**
Prerequisites: Design For Change III
Length: 1 semester or Year-Long
Credit: 1
Description: Design for Change reinforces social and academic skills needed to succeed in high school. Students practice note-taking, time management, study, social, and human relation skills. The course provides them with a mindset to become global citizens and initiate change within their community. Scholars learn more about themselves through an exploration of post-secondary education and career options.

**LEADERSHIP DEVELOPMENT I – 96102X0LDV (NE)**
Prerequisites: 11th or 12th Grade
Length: 1 semester
Credit: 1
Description: Students will:

- Apply knowledge to real-world problems in a real-world work experience setting.
- Develop sound decision-making skills through professional-based work experience.
- Describe and demonstrate appropriate professional conduct in a collaborative work environment.
- Develop a professional vision that values diversity, equity, and justice in the workplace.
- Apply concepts from NPSI signature learning experiences in the real-world work setting.
- Bring students closer to understanding their passion and purpose in the world.

**LEADERSHIP DEVELOPMENT II – 96102X0LD2 (NE)**
Prerequisites: 11th or 12th Grade
Length: 1 semester
Credit: 1
Description: A continuation of Leadership Development I.

NCSSM

# NC School of Science & Math

Edgecombe County Public Schools is proud to offer Open Enrollment courses through the North Carolina School of Science and Math. The Open Enrollment courses will be delivered through Interactive Video Conferencing. Videoconferencing allows students to collaborate in team and whole class discussions with students all over North Carolina. A NCSSM instructor is able to engage, instruct, and assess in REAL TIME. Students will receive instruction from teachers with advance degrees in their subject area.

**Fall Semester Class Dates**

- TBD: First day of classes
- TBD: Last day of classes

**Spring Semester Class Dates**

TBD: First day of classes
TBD: Last day of classes

| FALL SEMESTER COURSE OFFERINGS | | | |
|---|---|---|---|
| **First Period** | **Second Period** | **Third Period** | **Fourth Period** |
| Honors Global Public Health & Infectious Disease<br>M-F 8:15-9:25 | Honors Creative Design for the Web<br>M-TH 10:00-11:10 | Honors Scientific Programming<br>M-F 11:40-12:50 | Honors Anatomy & Physiology<br>M-F 1:30-2:40 |
| Honors Aerospace Engineering<br>M-F 8:00-9:10 | Honors Forensic Science<br>M-TH 9:50-11:00 | Honors Connected Computing: Solving Problems with Technology<br>M, W, TH 11:40-12:50 | AP African-American Studies<br>T, TH 1:30-2:40 |
| Honors Forensic Science<br>M-TH 8:15-9:25 | Honors Genetics & Biotechnology<br>M-F 9:50-11:00 | Honors Tech Art: Intro to Art, Technology, and World-Building in Video Games<br>M, W, F 12:05-1:15 | Honors Intro to Neuroscience<br>M-F 1:30-2:40 |
| Honors Biomedical Engineering<br>M-TH 8:00-9:10 | Honors Diseases: Dynamics of Epidemics<br>M-F 10:00-11:10 | Honors 21st Century Media Studies<br>M-F. 12:05-1:15 | AP Calculus BC (Year-Long)<br>M-F 1:45-2:55 |
| Honors Intro to Cybersecurity<br>M, W, F 8:10-9:20 | Honors Intro to Artificial Intelligence<br>M-F 9:50-11:00 | Honors Physics<br>M-F 11:40-12:50 | |

| SPRING SEMESTER COURSE OFFERINGS | | | |
|---|---|---|---|
| **First Period** | **Second Period** | **Third Period** | **Fourth Period** |
| AP Computer Science Principles<br>M-F 8:10-9:20 | Honors 21st Century Media Studies<br>M-F 10:00-11:10 | Honors Anatomy & Physiology<br>M-F 12:05-1:15 | Honors African-American Studies<br>T, TH 1:30-2:40 |
| Honors Forensic Science<br>M-TH 8:15-9:25 | Honors Aerospace Engineering<br>M-F 9:50-11:00 | Honors Intro to Neuroscience<br>M-F 12:05-1:15 | Honors Physics<br>M-F 1:30-2:40 |
| Honors Introduction to Computer Science & Computational Thinking (Grade 9 only)<br>M-F 8:15-9:25 | AP Psychology<br>M-F 9:50-11:00 | Honors Intro to Artificial Intelligence<br>M-F 11:40-12:50 | Honors Global Public Health & Infectious Disease<br>M-F 1:45-2:55 |
| Honors Genetics & Biotechnology<br>M-F 8:15-9:25 | Honors Introduction to Computer Science & Computational Thinking (Grade 9 only)<br>M-F 9:50-11:00 | Honors Forensics Accident Investigation and Material Analysis<br>M-TH 11:40-12:50 | Honors Connected Computing: Solving Problems with Technology<br>M, W, TH 1:30-2:40 |
| Honors Cryptography: Computer Programming & Secret Messages<br>M-F 8:10-9:20 | Honors Biomedical Engineering<br>M-TH 10:00-11:10 | Honors Civil Engineering<br>M-F 12:05-1:15 | AP Calculus BC (Year-Long)<br>M-F 1:45-2:55 |

**HONORS AEROSPACE ENGINEERING – 30205X0 (E, NE, SW, T)**

Prerequisites: Grades 10-12, B+ or higher in Math III
Length: 1 Semester
Credit: 1
Description: This course introduces students to the field of aerospace engineering, engineering design, and the core math and science concepts needed to solve problems related to aerospace and other engineering disciplines. The course is presented with historical context and topics include spatial reasoning, properties of fluids, descriptions of 3-dimensional motion, the mechanics of flight, and basic aero- and thermodynamic principles applied to the design and control of aircraft and spacecraft. Students have opportunities to experiment, calculate, compute, design and build as they explore and solve problems associated with the mechanics of flight, and are encouraged to earn course credit through aerospace-themed projects of their own design.

**Requirements:**
Materials/Textbook: Some equipment on loan from NCSSM; schools are responsible for materials. A list of additional needed materials will be provided. Some free software must be downloaded and installed on all student machines.

Consumables Fees: A $25 per student consumable materials fee will be invoiced at the start of the semester. For inquiries regarding invoices, please contact Crystal Davis at NCSSM. phone: 919-416-2640 fax: 919-416-2650 davisc@ncssm.edu.

Site requirements: Students must have computer access to the Internet in the classroom. Facilitator assistance will be required to set up labs.

**HONORS FORENSIC SCIENCE – 30205X0 (E, NE, SW, T)**

Prerequisites: Grades 10-12, A in English, completion of Biology and Math III
Length: 1 Semester
Credit: 1
Description: This course focuses on the application of basic biological, chemical and physical science principles, and technological practices as it relates to judicial and civil issues. It includes the investigation of fingerprinting, fiber analysis, ballistics, arson, trace evidence analysis, poisons, drugs, blood spatters, and blood samples. In addition, students must incorporate the use of technology, communication skills, language arts, art, family and consumer science, mathematics, and social sciences. Good writing skills are imperative. Through online lessons, virtual and hands-on labs, and analysis of fictional crime scenarios, students learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions. Because of potential graphic material in some of the modules, parents are asked to sign a permission slip.

**Requirements:**

Materials/Textbook: Must be provided by the school Forensic Science: Fundamentals and Investigations, by Bertino and Bertino (2nd Edition) Published by South-Western Educational: 2015. ISBN: 9781305077119 Materials: Some equipment will be provided on loan from NCSSM; schools are responsible for materials. A list of additional needed materials will be provided.

Consumables Fees: A $25 per student consumable materials fee will be invoiced at the start of the semester. For inquiries regarding invoices, please contact Crystal Davis at NCSSM. phone: 919-416-2640 fax: 919-416-2650 davisc@ncssm.edu.

Site Requirements: Facilitator assistance will be required to set up labs and proctor assessments. Instructor will provide a list of educational websites that students must be able to access during class, including but not limited to Google Drive and www.firearmsid.com.

**HONORS GENETICS & BIOTECHNOLOGY – 33605X0 (E, NE, SW, T)**

Prerequisites: B or higher in Biology, completion of Math III
Length: 1 Semester
Credit: 1
Description: What do crime scene investigations, agriculture, medicine, conservation biology and manufacturing have in common? They have all been revolutionized by biotechnology! Almost every day we read about new developments in the rapidly changing fields of genetics and DNA-based biotechnology. In this course, students will first explore classical genetics and then move onto examining the structure and function of DNA and proteins. With state-of-the-art laboratory experiments, students will analyze DNA fingerprints from a crime scene, genetically transform bacteria and investigate their own DNA! Finally, they will survey the applications of biotechnology in many diverse fields and discuss in depth how biotechnology is changing our daily lives and our future. With the decline of traditional manufacturing in North Carolina, biotechnology is positioned to become a vital part of North Carolina's 21st century economy.

**Requirements:**

Materials/Textbook: Textbooks must be provided by the partner school. We are transitioning to a new textbook, but if you have older textbooks, you may continue to use them. Old Textbook = Essential Genetics: A Genomics Perspective by Daniel L. Hartl Jones and Bartlett Press 4th or 5th edition ISBN: 0763773646 | ISBN 13: 9780763773649 If you are working with us for the first time, please purchase our new textbook: Concepts of Genetics, by Klug and Cummings from Pearson Education. The instructor will assign general readings and problem sets from old and new books during the transition.

Consumables Fees: A $25 per student consumable materials fee will be invoiced at the start of the semester. For inquiries regarding invoices, please contact Crystal Davis at NCSSM. phone: 919-416-2640

fax: 919-416-2650 davisc@ncssm.edu.

Site requirements: Students must have computer access to the Internet in the classroom. Facilitator assistance will be required to set up labs.

**HONORS CREATIVE DESIGN FOR THE WEB – 28005X0CDW (E, NE, SW, T)**

Prerequisites: None
Length: 1 Semester
Credit: 1
Description: Have you ever wondered how design decisions are made on your favorite websites? In creative multimedia and web design, you'll have access to 21st century tools like Adobe creative suite and develop some highly sought after, marketable skills. You'll learn how the web works and how to make thoughtful decisions while creating a website using responsive design. In this course, you'll also get an introduction to industry standard tools like HTML, CSS and Javascript. Creativity is at the forefront of this course. We'll also spend some time talking about how equity and accessibility impacts design decisions. You'll get a chance to talk and ask questions to guest speakers from different fields related to web design. We'll have a lot of fun and make some really cool stuff!

**Requirements:**
Materials/Textbook: None

Consumables Fees: None

Site Requirements: Students must have computer access to the Internet in the classroom.

**HONORS GLOBAL PUBLIC HEALTH & INFECTIOUS DISEASE – 60195X0 (E, NE, SW, T)**

Prerequisites: Grades 10-12, A in English
Length: 1 Semester
Credit: 1
Description: This course provides an introduction to a range of topics and issues in public health with an emphasis on global public health. Some possible topics of discussion include the health and welfare of women and children in low-income countries, the impact of emerging and re-emerging infectious diseases across the globe, food insecurity and malnutrition, demographic transition and immigration, global fertility and mortality, the stigma of mental health, and occupational health. This course will also address a number of impactful case studies and controversies in health and biomedical ethics. As public health relies on a number of systems in order to serve diverse populations across the globe, this course will take a systems thinking and modeling approach, using authentic performance assessments with students working in teams to apply concepts learned throughout the term. This interdisciplinary course requires complex reasoning and critical thinking skills, extensive use of technology, communication and problem-solving skills. Strong writing skills are imperative.

**Requirements:**
Materials/Textbook 1: Public Health: What It Is and How It Works, 6th edition by BJ Turnock, Jones and Bartlett Learning, 2015. ISBN 978-1-284-06941-9 Textbook 2: Controversies in Public Health and Health Policy by Jan K. Carney. Jones and Bartlett Learning, 2016. ISBN 978-1-284-04929-9 Materials: Some equipment will be provided on loan from NCSSM; schools are responsible for materials. A list of additional needed materials will be provided.

Consumables Fees: A $25 per student consumable materials fee will be invoiced at the start of the semester. For inquiries regarding invoices, please contact Crystal Davis at NCSSM. phone: 919-416-2640 fax: 919-416-2650 davisc@ncssm.edu.

Site Requirements: Facilitator assistance will be required to set up labs and proctor assessments. Instructor will provide a list of educational websites that students must be able to access during class, including but not limited to Google Drive.

**HONORS PHYSICS –34305X0 (E, NE, SW, T)**

Prerequisites: Grades 10-12, C or higher in Math III
Length: 1 Semester
Credit: 1
Description: This course is a hands-on, inquiry based introductory course which combines both "conceptual" and "mathematical" approaches to learning physics. The course covers mechanics (Newton's laws of motion and their applications) and will potentially include waves, electricity, and optics. Students will learn to solve real problems by investigating real systems. Investigations will cover physics topics that are fun and engaging for the students. Students will design experiments, use accurate measuring equipment and construct and test conclusions based on accurate data.

**Requirements:**

Materials/Textbook: Must be provided by the school Conceptual Physics, by Paul G. Hewitt Prentice Hall ISBN-10: 0-13-364749-8 | ISBN-13: 978-0-13-364749-5

Consumables Fees: A $25 per student consumable materials fee will be invoiced at the start of the semester. For inquiries regarding invoices, please contact Crystal Davis at NCSSM. phone: 919-416-2640 fax: 919-416-2650 davisc@ncssm.edu Materials: Each student must have a graphing calculator (TI-83, TI-84 or TI-89) that they may take home.

Site Requirements: Students must have computer access to Internet in classroom.

**HONORS INTRO. TO ART, TECHNOLOGY, AND WORLD-BUILDING IN VIDEO GAMES – 28005XOVGH (E, NE, SW, T)**

Prerequisites: Grades 10-12
Length: 1 Semester
Credit: 1
Description: In this semester-long course you'll learn a little something about every artistic and technical element used in the creation of video games. In this survey course, you'll explore the history of video games, video gaming engines, traditional art principles, fundamentals of visual and audio design, and elements of visual storytelling. You'll start by analyzing the artistic design process and by creating original artwork based on your personal interests. You'll also create original sounds, 2D and 3D models, and use elements of AI and machine learning to create new art. Each unit will have both technical and creative challenges, mixing synchronous and asynchronous activities. You will be encouraged to explore your personal interests and create something you are passionate about by identifying real-world issues that need solving, creating solutions to problems through the design process, and ultimately building the type of virtual world you want to see. This course is for anyone who wants to know more about what goes into creating video games and how to create art in 3D spaces.

**HONORS INTRO. TO COMPUTER SCIENCE & COMPUTATIONAL THINKING – 28005X0CCT (E, NE, SW, T)**

Prerequisites: None
Length: 1 Semester
Credit: 1
Description: This course is for 9th grade students participating in the STEM Scholars program. Technology that runs a computer program in some aspect is pervasive, and solving problems using massive data sets is

more commonplace. This introductory course introduces students to the concepts of computer programming and computational thinking using problem-based, STEM-integrated activities. In this hands-on class with multiple projects, students will learn about cyber security, solar and wind power, programming music videos and games, and mathematical modeling. Students will meet mentors, leaders, and historical figures in a wide variety of STEM careers, some of whom have faced formidable obstacles to success. This class is fun and challenging; students will leave excited about future STEM coursework and possibilities for careers in STEM fields.

COURSE LEARNING OBJECTIVES:
Identify how computer science and computational thinking is used in multiple scientific disciplines and showcase career options.
Learn multiple strategies for dealing with complexity and open-ended problem solving, both personally and in groups, using computational thinking. Apply these methods across disciplines.
Create functioning programs that demonstrate understanding of best practices, including code documentation, using computer programming in multiple languages (Python, Mathematica).
Distinguish between hardware and software components, and successfully analyze data in multiple contexts.
Students will leave with increased knowledge of computer science and computational thinking, an excitement about these disciplines, and increased confidence in tackling high level STEM coursework in their future classes.

**Requirements:**
Materials/Textbook:

Consumables Fees: A $25 per student consumable materials fee will be invoiced at the start of the semester. For inquiries regarding invoices, please contact Crystal Davis at NCSSM. phone: 919-416-2640 fax: 919-416-2650 davisc@ncssm.edu.

Site Requirements: Students must have computer access to the Internet in the classroom.

**AP PSYCHOLOGY – 4A057X0 (E, NE, SW, T)**
Prerequisites: Completion of Biology
Length: 1 Semester
Credit: 1
Description: The purpose of Honors Psychology is to introduce students to the study of behavior and mental processes of humans and animals. The course will involve nightly reading assignments, critical thinking questions, vocabulary development, labs, projects and research investigations and experiments. In addition, there will be frequent reading quizzes and unit exams involving both multiple choice and free-response components. The course will cover those topics generally discussed in a college level introductory psychology course. These topics include: social psychology, history, careers, theories, research methods, biological bases of behavior, sensation/perception, consciousness, learning, memory, cognition, development, personality, stress, disorders and treatments. Students will learn about the methods and ethical approaches of professional Psychology.

**Requirements:**
Materials/Textbook: Myers' Psychology for AP by David G. Myers (2nd. Edition) ISBN:9781464113079
Barron's AP Psychology Study Guide ISBN:9781438010694
Consumables Fees: None

Site Requirements: Students must have computer access to the Internet in the classroom.

**HONORS AFRICAN-AMERICAN STUDIES – 46015X0 (E, NE, SW, T)**
Prerequisites: Grades 10-12
Length: 1 Semester
Credit: 1
Description: This interdisciplinary course provides an introduction to African American history, literature, and culture. Students examine significant social, political, economic, and religious issues as well as issues of identity in the lives of African Americans from the sixteenth to the present. In addition to primary and secondary source readings, students explore texts ranging from slave narratives, folktales, and spirituals to the works of past and contemporary writers, artists, musicians, and filmmakers. Through a variety of assignments and activities, students continue to develop their skills in reading, speaking, and research, with special emphasis on the writing Process.

**Requirements:**
Materials/Textbook: There is no required textbook. The schools will have to provide students access to the following websites.
National Archives – Black History
Digital Schomburg: African American Women Writers of the 19th century
Africans in America (PBS), 1450-1865
Flashbacks: African American Education (The Atlantic Magazine)
Flashbacks: Black History, American History
The HistoryMakers: The Nation's Largest African American Video Oral History Collection
#Present The Faces of Science: African Americans in the Sciences
Great Black Heroes
Africans in America
The African American Mosaic
This Far By Faith
African American Registry

Consumables Fees: None

Site requirements: Students must have computer access to the Internet in the classroom.

**HONORS DISEASES, THE DYNAMICS OF EPIDEMICS – 30205XODDE (E, NE, SW, T)**
Prerequisites: Grades 10-12
Length: 1 Semester
Credit: 1
Description: After covering the basics of immunology and pathogens, we will be using a case study approach to study different epidemics. We will be looking at the dynamics of childhood diseases, evolution of drug resistance, digital epidemiology, disease surveillance, vaccinations and more. By looking at the history of epidemiological response to modern day public health initiatives, we will analyze individual epidemics for their efficacy and in particular, the many equity issues surrounding those responses. This course will use case studies to promote a seminar style course filled with discussion, research and systems thinking.

**HONORS CONNECTED COMPUTING: SOLVING PROBLEMS WITH TECHNOLOGY– 28005X0 (E, NE, SW, T)**
Prerequisites: Grade 10-11
Length: 1 Semester
Credit: 1
Description: This interdisciplinary course explores impacts, biases and potential of technology to impact the world and solve global challenges. In this course you'll conduct research aimed at developing a theoretical understanding of the history and future of technology with full access to the NCSSM library resources. We'll discuss how access to technology influences the problems we as a society prioritize. We'll challenge some of

the ideas that exist about how humans use technology, focusing on the impactful use of technology to make the world a better place. We'll spend time exploring issues like AI and machine learning, while defining some of the ways humans can use technological tools to solve global challenges.

**Requirements**
Materials/Textbook: Some equipment will be provided on loan from NCSSM; schools are responsible for materials. A list of additional needed materials will be provided.

**AP CALCULUS BC – 2A017X0 (E, NE, SW, T)**
Prerequisites: Grade 10-12; Completion of AP Calculus AB with a grade of B or higher through your local high school or NCVPS.
Length: 1 Semester
Credit: 1
Description: AP Calculus BC covers the material typically covered in second semester college-level courses in calculus. The course covers all the topics in College Board's AP Calculus BC curriculum not already covered in the AP Calculus AB curriculum. Students should be comfortable with derivative and integration techniques, as they will use these fundamentals to build understanding of the calculus of polynomial approximations and series, vectors, polar functions, and parametric functions. During the semester, students will explore concepts graphically, numerically, and analytically so as to foster a more complex understanding. This course is intended for students who have a willingness to learn calculus at a very rapid pace and exceptionally good study habits. This course will prepare students to take the Calculus BC Advanced Placement Exam in the spring by utilizing class time to complete AP review problem sets.

**Requirements:**
Materials/Textbook: *Calculus: Volumes I and II* by Gilbert Strang, and Edwin "Jed" Herman. This text is an Open Education Resource and available digitally (and for print purchase) at: http://openstax.org/details/books/calculus-volume-1 http://openstax.org/details/books/calculus-volume-2 ISBN-13: 978-1-938168-06-2

Site Requirements: Each student must have a TI-84, TI-84 Plus, or equivalent graphing calculator that they may take home. Students should also have access to the Internet via smartphone, tablet, or personal computer to access additional instructional materials.

**AP COMPUTER SCIENCE PRINCIPLES – 0A027X0 (E, NE, SW, T)**
Prerequisites: Grade 10-12
Length: 1 Semester
Credit: 1
Description: AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

**Requirements:**

Materials/Textbook: N/A

Site Requirements: Students must have computer access with a stable internet connection and appropriate permissions for web conferencing. Students in shared spaces should have individual audio devices (headphones with microphones).

**HONORS 21st CENTURY MEDIA STUDIES – 96105X0 (E, NE, SW, T)**
Prerequisites: Grade 10-12
Length: 1 Semester
Credit: 1
Description: 21st Century Media Studies is an interdisciplinary cultural studies course in which students examine and interpret the ways various modes of media influence us. Students study media theory, analyze cultural and historical contexts, aesthetics of a variety of formats, examine how forms have shifted, and investigate the relationship between media and reality, ways that media influences and changes our culture, and how responses to media change over time. The course considers a variety of critical approaches that include: cultural, psychoanalytic, feminist, and others. Through these approaches, students contemplate issues and problems, considering such aspects as: technology, representations of reality, human meaning, identity politics, economics, self/other dynamics, gender/race/ethnicity, and community/belonging. This lens of analysis reverberates both within and outside of America.

**Requirements:**
Materials/Textbook: N/A

Site Requirements: Students must have computer access with a stable internet connection and appropriate permissions for web conferencing. Students in shared spaces should have individual audio devices (headphones with microphones).

**HONORS ANATOMY & PHYSIOLOGY– 30205X0 (E, NE, SW, T)**
Prerequisites: Grade 10-12; Completion of a general biology course with a grade of B or higher through your local high school or NCVPS.
Length: 1 Semester
Credit: 1
Description: This course provides an in-depth study of the structure and function of the human body. The structure of the body systems, including integumentary, skeletal, muscular, cardiovascular, respiratory, endocrine, digestive, urinary, and reproductive systems, is put into context of how the body grows, maintains homeostasis, and responds to the disease state. The laboratory component includes microscopic analysis and dissection of relevant animal models and physiological concepts via experimentation.

**Requirements:**

Materials/Textbook: N/A

Site Requirements: Students must have computer access with a stable internet connection and appropriate permissions for web conferencing. Students in shared spaces should have individual audio devices (headphones with microphones).

**HONORS BIOMEDICAL ENGINEERING– 30205X0 (E, NE, SW, T)**
Prerequisites: Grade 10-12; Completion of Math II Honors with a B or better, or in Math II with an A through your local high school or NCVPS.
Length: 1 Semester
Credit: 1
Description: How are electrical signals from the heart measured outside the body? Is there a way to design high-heel shoes that don't hurt women's feet? How do engineers design heart valves that only allow blood to flow one way? This course introduces students to the different subspecialties of biomedical engineering including bioelectronics and instrumentation, biomaterials, biomechanics, and biochemical. Through written problems, hands-on and design activities, and reviewing literature in the field, students explore and

experience biomedical engineering principles, the engineering design process, and problem-solving and troubleshooting.

**Requirements:**

Materials/Textbook: N/A

Site Requirements: Students must have computer access with a stable internet connection and appropriate permissions for web conferencing. Students in shared spaces should have individual audio devices (headphones with microphones).

## HONORS CRYPTOGRAPHY: COMPUTER PROGRAMMING & SECRET MESSAGES – 28005X0 (E, NE, SW, T)

Prerequisites: Grade 10-12
Length: 1 Semester
Credit: 1
Description: This course introduces students to cryptographic methods used to encipher and decipher secret messages with an emphasis on using computer programming to automate the process. Through class discussions, problem solving, group activities, and programming assignments, students will learn a variety of encryption schemes ranging from the Caesar cipher to modern public key encryption used to secure digital communications online. Students will learn introductory number theory and statistics to describe these methods and identify weaknesses that allow secret messages to be cracked without knowledge of the key. Students will also learn programming topics such as variables, functions, conditional logic, looping, and file input/output in the Python language to implement each cryptographic method. This course will utilize a blended learning environment with large portions of material being taught online while utilizing in-class time for working in groups.

**Requirements:**

Materials/Textbook: N/A

Site Requirements: Students must have computer access with a stable internet connection and appropriate permissions for web conferencing. Students in shared spaces should have individual audio devices (headphones with microphones).

## HONORS INTRODUCTION TO ARTIFICIAL INTELLIGENCE - 30205X0 (E, NE, SW, T)

Prerequisites: Grade 10-12; Completion of Math I or Integrated Math I with a B or higher through your local high school or NCVPS.
Length: 1 Semester
Credit: 1
Description: Artificial Intelligence, or AI, enables computer systems to perform tasks that usually require human intelligence, such as visual perception, speech recognition, and decision-making. In this class students will explore how and what types of data can be collected for AI systems, how computers can "learn" from this data and use what is learned to help interpret the world and make decisions. Students will identify and explore the implications of AI systems currently in everyday use in areas such as social media, mapping software, and financial institutions, and consider the emerging areas where AI will be applied. Topics also include how AI has been portrayed in popular culture, how AI systems interact with humans, and the ethical considerations surrounding potential societal harm from inappropriately designed, trained, and/or applied AI systems. Students will experiment and compute as they explore and solve AI-related problems.

**Requirements:**

Materials/Textbook: Some free software must be downloaded and installed on all student machines.

Site Requirements: Students must have computer access with a stable internet connection and appropriate permissions for web conferencing. Students in shared spaces should have individual audio devices (headphones with microphones).

**HONORS INTRODUCTION TO CYBERSECURITY- 96105X0 (E, NE, SW, T)**
Prerequisites: Grade 9-12
Length: 1 Semester
Credit: 1
Description: Cybersecurity affects every individual, organization, and nation. This course helps build student experience to become responsible digital citizens by focusing on evolving technological environments where students will learn different ways of securing information, including personal, organizational, and national data. Introductory cybersecurity topics such as digital citizenship, cryptography, software security, and networking will develop an understanding of the multifaceted career field in cybersecurity.

**Requirements:**
Materials/Textbook: N/A

Site Requirements: The instructor will provide a detailed list of educational websites that students must be able to access during class, including but not limited to Google Drive. Please note that students may be accessing *gaming sites* that may normally be blocked by school computers. The site document will specifically list sites and tools students will need to access.

Students must have computer access with a stable internet connection and appropriate permissions for web conferencing. Students in shared spaces should have individual audio devices (headphones with microphones).

**HONORS CIVIL ENGINEERING & ARCHITECTURE - 30205X0CEA (E, NE, SW, T)**
Grade Level: 10-12
Prerequisite(s): Completion of Math III or Integrated Math III with a B or higher through your local high school or NCVPS.
*Course Introduction Video Coming Soon!*
In Civil Engineering and Architecture, students are introduced to important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software. Utilizing the activity-project-problem-based teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and ethical skills. Additionally, they will acquire a broad education that enables them to comprehend the global, economic, environmental, and societal implications of engineering solutions.

**Requirements:**
Materials/Textbook: N/A

Site Requirements: Students must have computer access with stable internet connection and appropriate permissions for web conferencing. Students in shared spaces should have individual audio devices (headphones with microphones).

**HONORS INTRODUCTION TO NEUROSCIENCE - 30205X0INS (E, NE, SW, T)**
Grade Level: 10-12
Prerequisite(s): Completion of a general biology course with a grade of B or higher through your local high school or NCVPS.
*Course Introduction Video Coming Soon!*

This course is focused on the basic knowledge base surrounding modern neuroscience. With a focus on the physiology of neurons, neuroanatomy, and neuropsychology, students will complete this course with a basic understanding of how the brain works at cellular, systems, and organismal levels. After completing this course, students will be able to evaluate and interpret scientific journals and data, design and conduct laboratory experiments, write an effective lab report, communicate scientific concepts to an audience with diverse backgrounds, and evaluate their own performance. The course contains a research component as well as significant group work requirements. The instructor will provide students with encouragement to use their unique talents and perspectives to synthesize the course content.

**Requirements:**
Students must have computer access with a stable internet connection and appropriate permissions for web conferencing. Students in shared spaces should have individual audio devices (headphones with microphones).

Materials/Textbook: N/A

Site Requirements: Students must have computer access with a stable internet connection and appropriate permissions for web conferencing. Students in shared spaces should have individual audio devices (headphones with microphones).

**HONORS SCIENTIFIC PROGRAMMING - 30205X0SP (E, NE, SW, T)**
Grade Level: 10-12
Prerequisite(s): N/A
*Course Introduction Video Coming Soon!*
In this course, we will apply analytical tools involving computer programming to the practice of science. Each module of the course focuses on a different tool or programming environment. We will start with Google Sheets for data collection and analysis, including AppsScript programming. Then, we will move on to Scratch, a tool for understanding algorithms and for creating scientific animations. Next, we will utilize NetLogo for simulating ecology and epidemiology and other natural systems. After comes Arduino, which will give us a primer on electronics and a means to build new scientific instruments. Finally, we will examine R as well as Python, two programming languages used widely in statistics. As programming is a fast-moving field, other tools may be introduced. There are no prerequisites for this course– we will begin each module from first principles. You may find yourself an expert with some of these tools and a beginner in others. You are encouraged to share your expertise with classmates, and we will learn together. Come along on for an adventure applying computers to solving scientific problems and understanding the world!

**Requirements:**
Materials/Textbook: N/A

Site Requirements: Site Requirements: Students must have computer access with a stable internet connection and appropriate permissions for web conferencing. Additionally, access to a platform such as Google Collaboratory that allows students to view and edit Python and other programs is essential. Students in shared spaces should have individual audio devices (headphones with microphones).

**HONORS FORENSIC SCIENCE DETECTIVES: THE SCIENCE OF SOLVING ACCIDENTS - 30205X0FDS (E, NE, SW, T)**
Grade Level: 10-12
Prerequisite(s): Completion of Language Arts/English with a grade of B and completion of Biology I and Math III through your local high school or NCVPS.
*Course Introduction Video Coming Soon!*
Ever wondered how individuals solve mysteries behind building collapses, fiery accidents, or car crashes? This course is your ticket into the world of forensic accident investigation. You'll become a detective of

disasters, learning how to uncover the secrets behind structural failures, fires, and vehicular mishaps using the principles of forensic engineering. Roll up your sleeves and dive into hands-on lab sessions and exciting project-based simulations where you'll use engineering and materials science skills to crack cases involving materials from actual crime and accident scenes. Think like a scientist and engineer, using chemistry, math, tech, and investigative skills to solve puzzles and prevent future accidents.
*Note:* *Honors Forensic Science* and *Honors Forensic Detectives: the Science of Solving Accidents* are two distinct forensic courses, each offering a unique learning experience. These courses can be taken independently and do not require sequential enrollment.

**Requirements:**
Materials: Materials will be provided on loan from NCSSM. The facilitator will need to receive the materials, distribute them to students, and collect them to return (or retain for future classes) at the end of the course. Because of potential graphic material in some of the modules, parents are asked to sign a permission slip.

Site Requirements: Facilitator assistance will be required to set up labs and proctor assessments. The instructor will provide a list of educational websites that students must be able to access during class, including but not limited to Google Drive. Students must have computer access with a stable internet connection and appropriate permissions for web conferencing. Students in shared spaces should have individual audio devices (headphones with microphones)

**Edgecombe Early College High School**
**2009 West Wilson St (ECC Campus)**
**Tarboro, NC 27886**
**(252) 823-5166 ext. 192**

**EDGE Academy of Health Sciences**
**225 Tarboro St. (ECC Campus)**
**Rocky Mount, NC 27801**

**North Edgecombe High School**
**7589 NC 33-NW**
**Tarboro, NC 27886**
**(252) 823-3562**

**SouthWest Edgecombe High School**
**5912 NC 43 North**
**Pinetops, NC 27886**
**(252) 827-5016**

**Tarboro High School**
**1400 Howard Avenue**
**Tarboro, NC 27886**
**(252) 823-4284**

**EDGECOMBE COUNTY PUBLIC SCHOOLS**
**2311 N. Main Street**
**Tarboro, NC 27886**
**(252) 641-2600**
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