High School Catalog 2019-2020

JOHNSTON COUNTY PUBLIC SCHOOLS

Clayton High
Cleveland High
Corinth Holders High School
Johnston County Career & Technical Leadership Academy
Johnston County Early College Academy
North Johnston High
Princeton Middle/High
Smithfield-Selma High
South Johnston High
West Johnston High

Letter from Superintendent

Dear Parents and Students,

On behalf of the Johnston County Board of Education and Johnston County Public Schools, we are committed to our students being career and college ready as they begin their futures outside of high school. This course catalog was designed to assist with that. It provides course titles and descriptions as well as graduation requirements and a course planning guide to assist students in choosing the most appropriate courses to match their postsecondary plans. Please read the descriptions carefully and choose courses with the assistance of your school counselor.

High school students are required to take End of Course Tests in NC Math 1, Math III, English II, and Biology. Career and Technical Education (CTE) courses require online state assessments. As part of the state’s accountability model, the ACT College Admissions assessment is given to all students in the 11th grade and the ACT WorkKeys assessment is administered to seniors who are CTE concentrators.

On behalf of the Board of Education, I want to wish you a successful high school career!

Best wishes,

Dr. D. Ross Renfrow
Superintendent
Johnston County Public Schools

Johnston County Public Schools

Vision
Compassionate and competent school innovators will engage each student in relevant and personalized learning experiences in preparation for careers, college, and life.

Mission
To empower our students to enrich their world by facilitating learning through relationships and relevant, innovative experiences.

We Value
Relationships All Johnston County Public Schools will invest in bridging the gap between the whole child and the larger community by engaging all stakeholders in the learning process.

Relevance All Johnston County Public Schools will create shared learning environments that are safe, encouraging and provide opportunities for reflection and personalized learning experiences for all staff and students.

Innovation All of Johnston County Public Schools will embrace an evolving perspective for meeting the needs of all students through the practices on invention and iteration.

Nondiscrimination Statement

Johnston County Public School System does not discriminate on the basis of gender, race, color, national origin, or handicapping conditions when considering students for enrollment in its educational programs. Employees or students of Johnston County Public Schools who feel that they have been discriminated against because of their gender, race, age, or handicapping condition should contact:

Dolores Gill
Johnston County Public Schools
P. O. Box 1336 | Smithfield, NC 27577 | 919-934-6031

Johnston County Board of Education

Mike Wooten - Chair
Dr. Peggy Smith - Vice-Chair
Teresa Grant
Ronald Johnson
Terri Sessoms
Todd Sutton
Tracie Zukowski
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Appendix A: Johnston County Graduation Progress Checklist
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About this Course Catalog
This course catalog is designed to help high school students and parents in selecting appropriate courses to meet district graduation requirements. Parents, guardians, and students should carefully study the registration catalog and review the course listings and graduation requirements. Students’ goals, interests, past grades, performance on standardized tests, personal habits, attitudes toward school, aptitude, and responsibilities outside of school are all factors which may impact student success. Parents may want to contact the counseling department for individualized service.

The course catalog and graduation requirements change throughout the year and, while the district tries to ensure the catalog is as accurate as possible, some items may change after the catalog is printed. Please work with the student’s school counselor in order to ensure that the students are following the most current policies. If any changes to graduation requirements, courses, prerequisites, testing, eligibility, etc., occur after the catalog is printed, school counselors are available to help make students, parents, and guardians aware of the changes.

Johnston County high schools do not offer all of the courses listed in the catalog at every high school. Each school will provide additional information on the availability of courses.

A transcript provides a record of courses previously completed. Appendix A and Appendix B (for Occupational Course of Students only) provides a working plan for students to graduate in their expected graduation year. Appendix C provides a working document for students to plan courses needed.

### Johnston County Public Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clayton High School</td>
<td>919-553-4064</td>
</tr>
<tr>
<td>North Johnston High School</td>
<td>919-284-2031</td>
</tr>
<tr>
<td>Cleveland High School</td>
<td>919-934-2455</td>
</tr>
<tr>
<td>Princeton High School</td>
<td>919-936-5011</td>
</tr>
<tr>
<td>Corinth Holders High School</td>
<td>919-365-4306</td>
</tr>
<tr>
<td>Smithfield-Selma High School</td>
<td>919-934-5191</td>
</tr>
<tr>
<td>Johnston County Career and Technical Leadership Academy</td>
<td>919-262-0740</td>
</tr>
<tr>
<td>South Johnston High School</td>
<td>919-894-3146</td>
</tr>
<tr>
<td>Johnston County Early College</td>
<td>919-464-2314</td>
</tr>
<tr>
<td>West Johnston High School</td>
<td>919-934-7333</td>
</tr>
</tbody>
</table>

Graduation Requirements

Johnston County Public Schools has high expectations for student achievement; therefore, the requirements for Johnston County students are more rigorous than the state requirements.

Students in Johnston County shall meet the following exit standards for graduation from high school:

1. Complete End-of-Course assessments for English II, Biology, NC Math I and Math III.
2. Successfully complete 28 units of high school credit.
## Graduation Requirements: Future-Ready Core

<table>
<thead>
<tr>
<th>Content Area</th>
<th>FUTURE-READY CORE</th>
<th>FUTURE-READY CORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Requirements for students who entered 9th grade in 2012-2013 and beyond</td>
<td>Requirements for students who entered 9th grade in 2015-2016 and beyond</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>5 Credits: I, II, III, IV and one English Elective</td>
<td>4 Credits: I, II, III, IV</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>4 Credits: NC Math 1, 2, 3 and 4th Math Option OR* Algebra I, Geometry, Algebra II and 4th Math Option</td>
<td>4 Credits: NC Math 1, 2, 3 and 4th Math Option</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3 Credits: Earth/Environmental, Biology, and Physical Science (physical science options include Chemistry or Physics)</td>
<td>3 Credits: Earth/Environmental, Biology, and Physical Science (physical science options include Chemistry or Physics)</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>4 Credits: World History, Civics and Economics, American History I &amp; II***</td>
<td>4 Credits: World History, Civics and Economics, American History I &amp; II***</td>
</tr>
<tr>
<td><strong>World Language</strong></td>
<td>No graduation requirements, however, NC public universities and most four-year colleges require two world language credits</td>
<td>No graduation requirements, however, NC public universities and most four-year colleges require two world language credits</td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td>1 Credit</td>
<td>1 Credit</td>
</tr>
<tr>
<td><strong>Specific Electives</strong></td>
<td>6 Credits Required</td>
<td>6 Credits Required</td>
</tr>
<tr>
<td></td>
<td>2 Elective credits from either of the following unless the elective concentration area is in one of these 3 areas:</td>
<td>2 Elective credits from either of the following unless the elective concentration area is in one of these 3 areas:</td>
</tr>
<tr>
<td></td>
<td>* Career and Technical Education (CTE)</td>
<td>* Career and Technical Education (CTE)</td>
</tr>
<tr>
<td></td>
<td>* Arts Education</td>
<td>* Arts Education</td>
</tr>
<tr>
<td></td>
<td>* World Languages</td>
<td>* World Languages</td>
</tr>
<tr>
<td></td>
<td>4 Elective Credits from Elective Concentration Area: (More information on Elective Concentration Areas listed on page 4)</td>
<td>4 Elective Credits from Elective Concentration Area: (More information on Elective Concentration Areas listed on page 4)</td>
</tr>
<tr>
<td></td>
<td>* Career and Technical Education (CTE)</td>
<td>* Career and Technical Education (CTE)</td>
</tr>
<tr>
<td></td>
<td>* JROTC</td>
<td>* JROTC</td>
</tr>
<tr>
<td></td>
<td>* Arts Education</td>
<td>* Arts Education</td>
</tr>
<tr>
<td></td>
<td>* Humanities</td>
<td>* Humanities</td>
</tr>
<tr>
<td></td>
<td>* Science, Technology, Engineering, and Math (STEM)</td>
<td>* Science, Technology, Engineering, and Math (STEM)</td>
</tr>
<tr>
<td></td>
<td>* Advanced Placement or university level courses</td>
<td>* Advanced Placement or university level courses</td>
</tr>
<tr>
<td></td>
<td>* World Languages</td>
<td>* World Languages</td>
</tr>
<tr>
<td></td>
<td>* Health and Physical Education</td>
<td>* Health and Physical Education</td>
</tr>
<tr>
<td><strong>Additional Electives</strong></td>
<td>5 Credits</td>
<td>5 Credits</td>
</tr>
<tr>
<td><strong>Additional Requirements</strong></td>
<td>* Pass the three required EOC's</td>
<td>* Take the four required EOCs</td>
</tr>
<tr>
<td></td>
<td>* Any student graduating in or after 2015 is required to successfully complete CPR instructions as outlined in NCGS 115c-81(e).</td>
<td>* Any student graduating in or after 2015 is required to successfully complete CPR instructions as outlined in NCGS 115c-81(e).</td>
</tr>
<tr>
<td></td>
<td>***Students may substitute AP US History and a Social Studies elective for American History I&amp;II</td>
<td>***Students may substitute AP US History and a Social Studies elective for American History I&amp;II</td>
</tr>
<tr>
<td><strong>Total Credits for Graduation</strong></td>
<td>28 Credits</td>
<td>28 Credits</td>
</tr>
</tbody>
</table>
## Graduation Requirements: Occupational Course Of Study

<table>
<thead>
<tr>
<th>Content Area</th>
<th>OCCUPATIONAL COURSE OF STUDY*</th>
<th>OCCUPATIONAL COURSE OF STUDY*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements for OCS students who entered 9th grade in 2014-15 and beyond</td>
<td>Requirements for OCS students who entered 9th grade in 2017-18 and beyond</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>4 Credits: Occupational English I, II, III, IV</td>
<td>4 Credits: Occupational English I, II, III, IV</td>
</tr>
<tr>
<td>Science</td>
<td>2 Credits: Applied Science and Biology</td>
<td>2 Credits: Applied Science and Biology</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2 Credits – American History I &amp; II</td>
<td>2 Credits – American History: Founding Principles, Civics and Economics and American History I or American History II</td>
</tr>
<tr>
<td>World Language</td>
<td>Not required</td>
<td>Not required</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>1 Credit</td>
<td>1 Credit</td>
</tr>
<tr>
<td>Specific Electives</td>
<td>Occupational Preparation: 6 Credits</td>
<td>Occupational Preparation: 6 Credits</td>
</tr>
<tr>
<td></td>
<td>Occupational Preparation I, II, III, IV and completion of 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment.</td>
<td>Occupational Preparation I, II, III, IV and completion of 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment.</td>
</tr>
<tr>
<td>Additional Electives</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Additional Requirements</td>
<td>Modifications can be made to electives.</td>
<td>Modifications can be made to electives.</td>
</tr>
<tr>
<td>Any student graduating in or after 2015 is required to successfully complete CPR instructions as outlined in NCGS 115c-81(el).</td>
<td>Any student graduating in or after 2015 is required to successfully complete CPR instructions as outlined in NCGS 115c-81(el).</td>
<td></td>
</tr>
<tr>
<td>Total Credits for Graduation</td>
<td>22 Credits</td>
<td>22 Credits</td>
</tr>
</tbody>
</table>


**Elective Concentration Areas:**

Students entering Grade 9 in 2009-2010 and beyond at all high schools will be required to fulfill the requirements for an “Elective Concentration Area.” A course taken to meet another graduation requirement may not be used to meet this requirement. **Students must elect to take four courses in one of the following areas:**

- Humanities (any combination of English, social studies, and AVID I, II, III or IV credits including Career and College Promise English and social studies courses)
- Science, Technology, Engineering, and Math (STEM) (any combination of math, science, CTE technology, engineering, and Project Lead The Way (PLTW) courses, and including Career and College Promise science, technology, engineering, and math credits)
- Advanced Placement or university level courses including college transfer community college courses
- World Language
- Career and Technical Education (must complete a Career Cluster)
- ROTC
- Arts
- Health and Physical Education
Diploma Endorsements
Endorsements will be available for graduating students beginning in 2014-15.

<table>
<thead>
<tr>
<th>Course of Study</th>
<th>Career</th>
<th>College</th>
<th>College/UNC</th>
<th>Scholars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future Ready</td>
<td>4 electives must be in CTE area and student achieves CTE Concentration</td>
<td>4th math could be any approved math</td>
<td>4th math must be from list of approved math courses for UNC admission</td>
<td>4th math must be from list of approved math courses for UNC admission</td>
</tr>
<tr>
<td>GPA</td>
<td>2.6 unweighted To match CC placement rules into college level coursework</td>
<td>2.6 unweighted To match CC placement into college level coursework</td>
<td>2.5 weighted To match UNC minimum GPA for admission beginning Fall 2013</td>
<td>3.5 unweighted</td>
</tr>
<tr>
<td>Other</td>
<td>At least one Industry Credential WorkKeys CRC at Silver or above</td>
<td>Other industry credential aligned with CTE course of study</td>
<td></td>
<td>3 units of credit in Junior/Senior year that carry 4.5 or 5 quality points</td>
</tr>
</tbody>
</table>

Curriculum and Block Schedule
In all high schools, the academic year is organized into two 90-day semesters: Fall term and Spring term. The school day is built around four 90-minute instructional periods per semester. In most cases, a student completes four courses and earns one unit of credit per course at the end of fall term. The student then enrolls in four different courses (for one unit of credit each) for the spring term. Students have the opportunity to earn eight units of credit during one academic year upon successful completion of all course requirements.

Promotion Requirements
For students entering grade 9 in 2009-2010 and beyond:

<table>
<thead>
<tr>
<th>Successful completion of 6 units</th>
<th>Will earn promotion to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful completion of English I and 12 additional units, 1 of which must be a math</td>
<td>Sophomore</td>
</tr>
<tr>
<td>Successful completion of English I, English II and 18 additional units, 2 of which must be a math</td>
<td>Junior</td>
</tr>
</tbody>
</table>

Student Exit Documents and Graduation
Only those seniors who will receive a diploma or certificate may appear in cap and gown and take part in the graduation exercise.

Diploma - A Johnston County Public Schools diploma is recognized as that document which represents satisfactory completion of all state and Johnston County course requirements and the requirements of the state minimum competency standard.

Graduation Certificate – Students with disabilities as defined by G.S. 115C-1096.3, who do not meet the requirements for a high school diploma will receive a graduation certificate and shall be allowed to participate in graduation exercises if they meet the following criteria:
• Successful completion of the same number of course units by general subject area as other students in the same school. These students are not required to pass the specifically designated courses such as Math 1, Math 3, Biology, or English II.
• Completion of all IEP requirements.
Occupational Course of Study students who have met all graduation requirements except the 360 hours of paid employment will also receive a graduation certificate.

Refer to Appendix A for a Graduation Progress Checklist, Appendix B for an OCS Graduation Progress Checklist, and Appendix C for an Academic Working Plan to use for registration purposes.

Alternative Programs of Study
Johnston County Public Schools offers a variety of specialty high school programs. Prospective students can apply to many of these programs by using the common application found on the following website.
https://www.johnston.k12.nc.us/highschoolprograms

Academically or Intellectually Gifted Services
Academically or Intellectually Gifted (AIG) students may be identified academically gifted, intellectually gifted, or both academically and intellectually gifted. Students receive services in English/Language Arts, mathematics, or in both areas. Students who qualify for the AIG program receive services through self-selected courses within core Honors, Advanced Placement, and/or International Baccalaureate courses. These courses are designed to provide challenging, appropriate instruction through implementation of higher-level instructional strategies.

Other advanced services schools may offer include the following:
• Academic competitions
• Problem-Based Learning (PBL) implementation
• Distance learning/Dual enrollment
• Summer programs offered by colleges and universities
• North Carolina Governor’s School
• Summer Ventures

Advanced Placement Program
The Advanced Placement (AP) Program offers students the opportunity to engage in rigorous college-level course work in a high school setting. AP courses support students in cultivating important skills and habits of mind that are essential for college and career readiness. Additionally, students may receive higher consideration for admission to colleges and universities, as well as possible college or university course credit and/or placement. All students enrolled in Advanced Placement Courses will take the Advanced Placement exam.

The rigor and expectations of Advanced Placement courses shall be clearly communicated to parents and students in the spring of the year prior to enrollment in Advanced Placement courses. During this orientation students and parents will be informed that students enrolling in Advanced Placement courses may not withdraw from the course any later than the fifth school day of the semester in which they are enrolled.

Johnston County Schools offers numerous AP courses throughout the district in the areas of Arts Education, World Languages, English Language Arts, Science, Mathematics, and Social Studies. Specific course offerings vary from school to school. It is recommended that students take no more than two Advanced Placement courses in a single school year. Those enrolled in Advanced Placement courses must take the AP exam.

Recommended criteria for the Advanced Placement Program
• Student motivation and commitment to complete the course
• Student understanding of what is expected in an Advanced Placement course
• Student’s overall GPA indicates high achievement (B’s or better in core academic courses)
• Student should have PSAT/NMSQT/SAT/PLAN/ACT score of 50 percentile or higher
• Student should have appropriate skills in reading and writing
• Student must have completion of prerequisite courses where applicable
• Student must have successful past performance in courses in the same subject area

(More information can be found in JCPS Board Policy 3240 and 3240-R)

Career and College Promise (CCP)/Dual Enrollment Opportunities
Career and College Promise (CCP) at Johnston Community College is an educational opportunity for qualified North Carolina high school students to begin preparing for their career and/or the completion of college credits. This program allows high school students to take college classes while simultaneously taking classes at their high school.

Pathways: CCP has three distinct pathway options which include:
• College Transfer Pathway (CTP) that lead to approximately 30 hours of college credit
Career and Technical Education Pathways (CTE) lead to a certificate, diploma, or degree; or

Cooperative Innovative High School Programs (CIHS) - Early College Academy and CTLA Pathways (see previous descriptions of these 2 schools)

For more information about the CCP program, eligibility requirements, important dates and deadlines as well as how to complete the application process, please visit our website:
http://www.johnstoncc.edu/programs/career-and-college-promise

College Transfer Pathway Eligibility Requirements: (These requirements are subject to change in the summer/fall 2019. Please visit the website to view current updates)
The College Transfer Pathway is designed for high school juniors and seniors who wish to begin earning college credits towards a baccalaureate degree. This pathway is a structured set of general education courses leading to the completion of an Associate of Arts (AA), Associate of Science (AS) or *Associate of Engineering (AE) degree. The pathways allow for the completion of approximately 30 semester hours of college transfer courses including English and mathematics. To be eligible for enrollment, a high school student must:

a. Be a junior or senior;
b. Be enrolled in at least one high school course;
c. Have a weighted GPA of 3.0, or higher, on high school courses;
d. Demonstrate college readiness in English, reading, and mathematics on an assessment test(s) (PreACT, PSAT, SAT, ACT, or Accuplacer); and
e. Meet all college course prerequisites.
*AE students must be calculus ready: must have an A in high school PreCalculus

College Transfer Pathway Readiness: To enroll in a College Transfer Pathway, students must demonstrate college readiness in English, reading, and mathematics on approved assessment tests. College readiness may be demonstrated by scores on one or more assessment tests; for example, a student may combine a math score from the PreACT test with writing and reading scores from the PSAT test.

College Transfer Pathway College Readiness Benchmark Scores on Assessment Tests

<table>
<thead>
<tr>
<th>Test</th>
<th>PSAT 2015 &amp; LATER</th>
<th>SAT</th>
<th>ACT &amp; PRE-ACT</th>
<th>Accuplacer</th>
<th>NCDAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>26 or 460 for EBR</td>
<td>EBR and Writing 480</td>
<td>18</td>
<td>86 Sentence Skills</td>
<td>Composite Score 151 or higher</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td>22</td>
<td>80 Reading</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>24.5 or 510</td>
<td>530</td>
<td>22</td>
<td>75 Elem. Algebra &amp; 55 Arithmetic</td>
<td>7 on each assessment for DMA 010-060</td>
</tr>
</tbody>
</table>

For more information: Talk with the CCP School Representative, School Guidance Counselor or Career Development Coordinator (CDC) at your high school or contact ccp@mail.johnstoncc.edu or 919-209-2034.

Career & Technical Education Pathway(CTE) Eligibility Requirements: (These requirements are subject to change in the summer/fall 2019. Please visit the website to view current updates)
The Career and Technical Education (CTE) Pathways lead to a certificate or diploma aligned with a high school Career Cluster.
To be eligible for enrollment, a high school student must:
a. Be a junior or senior for most CTE pathways; freshman and sophomores can participate in Bioprocess Technology, Computer-Integrated Machining Technology, Applied Engineering Industrial Systems Technology, or Welding Technology.
b. Be enrolled in at least one high school course;
c. Have a weighted GPA of 3.0 on high school courses or have the principal’s recommendation for a weighted GPA between 2.0 and 2.99;
d. Have taken an assessment test (PreACT, PSAT, SAT, ACT, Accuplacer or NCDAP); and
e. Meet the prerequisites for the courses in the career pathway.

Career & Technical Education Pathway College Readiness Benchmark Scores on Assessment Tests
Students enrolling in these CTE Pathways (Cosmetology, EMS, Early Childhood, Pharmacy Technology, Medical Assisting and Nurse Aide) must demonstrate a minimum of one of the following scores:
### Test Scores

<table>
<thead>
<tr>
<th>Test</th>
<th>PSAT 2015 &amp; Later</th>
<th>SAT</th>
<th>ACT &amp; Pre-ACT</th>
<th>Accuplacer</th>
<th>NCDAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>25</td>
<td>450</td>
<td>19</td>
<td>64</td>
<td>Place in DRE 098</td>
</tr>
</tbody>
</table>

### Career & Technical Leadership Academy (CTLA)

Johnston County Career & Technical Leadership Academy opened in the fall of 2016 on the campus of Johnston Community College. Students attending CTLA are awarded both a high school diploma and an Associate’s Degree at the end of five years. Our primary focus is preparing students for College and/or a Career, and developing their innate Leadership potential. CTLA offers a choice of five pathways: Early Childhood Education, Industrial Systems Information Technology, Nurse Aide, and Medical Assisting. These pathways were selected based upon the growing healthcare and technology industries in this region. In addition to earning college credits, students can also earn certifications in some pathways. These additional certifications will allow students to go directly to work and/or transfer to a four year institution. In this tuition free program, students will receive six years of education in five years. Transportation and lunches are provided by Johnston County Public Schools.

Students eligible for admittance must be current eighth grade students residing in the Johnston County Public Schools attendance area. Eligible students must successfully complete all requirements for promotion to the ninth or tenth grade, and they must complete an online application. Interviews for selected students will be held at the student’s current middle school.

CTLA does not offer band or ROTC. Athletic participation is possible at the student’s home school site. Students must provide his/her own transportation and will be responsible for scheduling his/her courses around practices and games. Tryout requirements are the same as for students attending the home school. Please keep in mind that participation may or may not be possible due to course schedules. Students should work closely with their school counselor and coach of the particular sport to determine if this works for their schedule. With this in mind, students are encouraged to establish or maintain their current involvement in community-based extracurricular activities. To apply or for more information, visit the school’s website at [http://jcctla.johnston.k12.nc.us/](http://jcctla.johnston.k12.nc.us/) or call us at (919) 262-0740.

### Early College

Johnston County Early College Academy opened in the fall of 2008 as a second partnership high school between Johnston Community College and Johnston County Public Schools. Students attend Early College Academy for five years, grades 9 – 13, on the campus of Johnston Community College. Upon completion of the thirteenth year, students are awarded both a high school diploma and an Associate’s Degree or two years of college transfer credit toward a Bachelor’s Degree. Students receive six years of education in five years. The program of study is tuition free. Transportation and lunches are provided by Johnston County Public Schools.

Eighth grade students residing in the Johnston County Public Schools attendance area who have successfully completed all requirements for promotion to the ninth grade are eligible. To apply for admission, students must contact their middle school guidance counselor to get information on applying.

Early College Academy students are encouraged to maintain their current involvement in community-based extracurricular activities, since these students do not participate in extracurricular activities such as band and sports at the traditional public schools. For more information about Early College, please contact your school counselor or call Early College @ 919-464-2314.

### AVID College Readiness Program at Smithfield-Selma High School

Smithfield-Selma High School proudly offers the AVID College Readiness Program and Curriculum to students across Johnston County. AVID is an internationally recognized program that stands for Advancement Via Individual Determination. AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID students take honors and advanced courses to prepare for entrance into a four-year college after graduation. AVID provides students support all four years of high school through a year-long elective course that emphasizes WICOR: Writing, Inquiry, Collaboration, Organization, and Reading skills. Students research careers and colleges while learning skills for academic success, such as a student-driven inquiry-based tutorial process and research-backed note-taking system. In addition, AVID provides students with opportunities to help them develop as well-rounded, service-minded individuals. These opportunities include leadership conferences, ongoing community service projects, fundraisers, guest speakers, and college field trips. AVID supports students throughout their high school years, encouraging them to challenge themselves as much as possible. Students in grades 8-10 who are interested in AVID must apply, be accepted, and register for courses at Smithfield-Selma High School. During their four years at SSS, AVID students will have opportunities to visit colleges and participate in new experiences while taking a rigorous course-load in preparation for college. Over the history of the program at SSS, all AVID students have been accepted into college.
How to apply:

- Submit the Common Application which can be found at https://www.johnston.k12.nc.us/highschoolprograms. The application will open in the fall of your eighth grade year and deadline will be found on the website.
- Request two teacher recommendations and notify your counselor that you are applying to the program.
- SSS will request your report card, attendance history, and behavior history.
- If selected, complete Reassignment Request form if outside SSS attendance area.
- Agree to take and successfully complete necessary core courses with at least two courses at the advanced level.
- Sign all contracts confirming commitment to the AVID program (parent and student signatures required).

For more information about AVID, please research information on the AVID website (http://avid.org) or contact Kaye Menjivar, AVID Coordinator, at kayemenjivar@johnston.k12.nc.us. The telephone number for Smithfield-Selma High School is 919-934-5191.

International Baccalaureate World School at Smithfield-Selma High School

Smithfield-Selma High School is excited to offer students across Johnston County an International Baccalaureate World School curriculum. To prepare for this two-year program that encourages international mindedness and emphasizes critical thinking, intercultural understanding and exposure to a variety of perspectives, eighth grade students must apply, be accepted, and register for courses at Smithfield-Selma High School beginning their freshman year. During their four years at SSS, the IB track will offer a comprehensive curriculum that covers six content areas and an opportunity for students to earn an internationally-recognized diploma upon the completion of a rigorous and rich educational career in addition to their high school diploma. In all, the IB Diploma Programme is a holistic approach to developing and creating lifelong global learners who have the skills necessary to succeed in post-secondary education.

How to apply:

- Submit the Common Application which can be found at https://www.johnston.k12.nc.us/highschoolprograms. The application will open in the fall of your eighth grade year and deadline will be found on the website.
- If selected, complete Reassignment Request form if outside SSS attendance area.
- Agree to take and successfully complete necessary core courses in preparation for IB diploma candidacy (math, English, science, and history), as well as electives in foreign language.
- Sign all contracts confirming commitment to the IB Diploma Programme.

For more information about IB, please research information for parents and students on the IB website (http://www.ibo.org) or contact Cynthia Hutchings, IB Coordinator, at cynthiahutchings@johnston.k12.nc.us. The telephone number for Smithfield-Selma High School is 919-934-5191.

Institute for the Development of Environmental and Agricultural Leadership (IDEAL) at South Johnston High School

South Johnston High School is proud to offer rising 9th grade students an opportunity to further their knowledge in the world of agriculture, environmental sciences, and leadership. This program offers multiple pathways for students interested in related careers or post-secondary education. Formerly known as the Ag Academy, our program started in 2013 and has expanded to include student opportunities for industry based internships, college/university courses, as well as the incorporation of core academic skills into the agriculture curriculum. Career-Ready students will be able to participate in various industry internships that will prepare them for career opportunities during and after high school.

Post-secondary educational opportunities include courses offered through Johnston Community College and The University of Mount Olive (UMO). The partnership with The University of Mount Olive will lead to the completion of a high school diploma and UMO associate’s degree within four years. For more information about the SJHS IDEAL, please refer to the SJHS website: http://sjhs.johnston.k12.nc.us/ or contact William S. Weaver (Assistant Principal) at 919-894-3146

Fire Science Program

The Johnston County Fire Science program is for students located on the campuses of Clayton High School and Smithfield-Selma High School. The program is a partnership between Johnston County Public Schools, Johnston Community College, and the Johnston County Fire Service. It is designed for students who wish to pursue a career in the fire service industry. Students will complete courses from the Office of The State Fire Marshall as well as complete courses through CCP at Johnston Community College to earn their Associate in Fire Science degree. The program is designed for students to complete one semester at JCC after high school graduation to earn the associate degree. Students must meet CCP requirements to stay in the program. Transportation is not provided for this program.

Students interested in the program must complete an interest application. If selected students and parents will be asked to sign a memorandum of understand detailing student and parental responsibilities for successful completion. For more information please contact the Director of Career and Technical Education at (919) 980-4562.

JoCo TEACH at Smithfield-Selma High School

The JoCo TEACH Academy located at Smithfield-Selma High School is a 4-year opportunity that identifies incoming freshman that are interested in becoming future teachers. The Academy is a collaboration between Johnston County Public Schools, Johnston Community College, and N.C. State University. The students will begin a dual enrollment
program that leads to an Associate Degree in Teaching. Students will then continue through N.C. State College of Education’s teacher preparation program. Some of the teacher licensure degrees that will be offered by NC State are: Elementary Education, Math Education, Technology Education, English Education, Science Education, Middle Grades Language Arts & Social Studies and Agriculture Education. NC State also offers an ESL Add-On Licensure. The ultimate goal of the JoCo Teach Academy is to identify promising students and prepare them for the teaching profession and have them return to Johnston County to teach in Johnston County Public Schools.

**Johnston County Evening Academy**

Johnston County Evening Academy is designed to help students achieve their goal to graduate by taking the courses needed to meet state graduation requirements for a high school diploma. Johnston County students may enroll in credit recovery online courses if they have fallen behind due to failing grades, attendance issues, and/or other reasons deemed appropriate by the building principal. Please contact student services for information about this opportunity.

**Occupational Course of Study**

The Occupational Course of Study (OCS) is one of four courses of study a student with disabilities may complete to graduate with a High School diploma in North Carolina. The Occupational Course of Study will be an appropriate alternative for selected students with disabilities for whom the Future Ready Core (FRC) is inappropriate. Students will learn functional academic skills that will prepare them to live independently, maintain employment, and be active participants in the community. The decision to place a student on an OCS graduation plan is made by parents/guardians and student with the assistance of the IEP team.

**Life Skills Program**

The high schools in Johnston County offer an environment to students in the Life Skills Program which allows them to participate in a functional curriculum with the following characteristics: community-referenced, integrated, longitudinal, and community-based. Schools use a number of curricula to meet the needs of our students, including life centered career education, transition education, functional curriculum, and the basic computer curriculum.

**Driver Education**

Driver Education will be made available according to state laws, rules, and regulations. The course will consist of at least 30 clock hours of classroom instruction plus 6 clock hours of behind-the-wheel instruction per student. Prior to the student attending class, at least one parent and the student will attend the required parent meeting for registration. Driver Education courses will be open to qualified students enrolled in the Johnston County Public Schools and nonpublic school students who reside in Johnston County for a non-refundable charge of $65.00. If your child is eligible for free and reduced lunch prices, he/she may be eligible for a 50% reduction in the Driver Education fees. More information will be provided during parent meetings. Johnston County Public Schools also requires all students enrolled in Driver Education to complete the 4-hour Alive @ 25 Defensive Driving Course. Charge for Alive @ 25 is an additional $25.00 that must be paid. All students must complete Alive @ 25 in order to purchase a campus parking permit.

**High School Accountability Model Components**

<table>
<thead>
<tr>
<th>End of Course Tests</th>
<th>Student performance on three End-of-Course assessments: English II, Biology, and Math I/III is counted for growth, performance and measure of interim progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ACT</td>
<td>The percentage of students meeting the UNC admissions requirement of a composite of 17.</td>
</tr>
<tr>
<td>Graduation Rates</td>
<td>The percentage of students who graduate in four years or less and five years and less.</td>
</tr>
<tr>
<td>Math Course Rigor</td>
<td>The percentage of graduates taking and passing high-level math courses such as Math III</td>
</tr>
<tr>
<td>ACT WorkKeys</td>
<td>For Career and Technical Education concentrators (students who have earned four CTE credits in a career cluster), the percentage of concentrator graduates who were awarded a Silver Level Career Readiness Certificate based on ACT WorkKeys assessments.</td>
</tr>
</tbody>
</table>
| Other assessments in high school | Pre-ACT for 10th graders  
PSAT  
SAT  
Accuplacer (CCP qualification only) |
North Carolina High School Athletic Association Scholastic Requirements

To be eligible for high school athletic participation, a student must have met promotion standards set forth by the Board of Education and passed a minimum of three courses for schools on the block format. Teacher assistance, office assistance, library assistance, or laboratory assistance cannot count as one of the courses passed for eligibility. Participation in interscholastic athletics is open to any student in Johnston County who is enrolled in the system as defined in Board Policy and meets the requirements as mandated by the North Carolina High School Athletic Association.

Post-Secondary Education Admissions Requirements

Any student who plans to continue his/her education beyond high school in a technical school, community college, or four year college or university should select courses that provide for meeting the admissions requirements of that institution. The admissions requirements of colleges and universities differ widely, so it is important that the student determine admissions requirements for the school in which he/she is interested. Information for this purpose is available in the student services office, in the high school library, and from the admissions offices of post-secondary schools.

The University of North Carolina System

There are 16 public universities in the North Carolina University system: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina A&T State University, North Carolina Central University, North Carolina School of Arts, North Carolina State University, UNC-Pembroke, UNC-Asheville, UNC-Chapel Hill, UNC-Charlotte, UNC-Greensboro, UNC-Wilmington, Western Carolina University, and Winston-Salem State University.

Minimum Admissions Requirements

To enroll in any one of the sixteen public universities that make up the University of North Carolina, applicants must meet the following requirements:

- In English, four course units emphasizing grammar, composition, and literature;
- In mathematics, four course units including Algebra I (CC Math I), Geometry (CC Math II), and Algebra II (CC Math III) or a higher level mathematics course for which Algebra II (CC Math III) is a prerequisite;
- In science, three course units including at least one unit in a life or biological science (for example, Biology); and one unit in a physical science (for example, Physical Science, Chemistry, Physics), and one laboratory course;
- In social studies, two course units including one unit in United States History;
- In world language, two course units in the same language;
- In addition, it is recommended that he or she take one world language course unit and one mathematics course unit in grade 12;
- Minimum admissions requirement for Fall 2013 and beyond: 2.5 high school GPA, 880 SAT score combined critical reading and math, or 17 ACT Composite.

Students should be aware that these are minimum general requirements for most colleges and all public universities in the UNC system. Colleges are increasingly seeking the most qualified applicants. Serious students who wish to maximize their chances for admission to the college of their choice should pursue a more rigorous program. Specifically, the course of study in grades 9-12 should include the English, social studies and science as noted above, but should be expanded to include 4 units in math, 4 units in science, and 3 or more units in a world language.

See your counselor to inquire about admissions requirements for specific schools. Discuss your plans with your parents and school officials. Four-year institutions may require other courses in addition to the minimum requirements.

Grading

The grading period of grades 9 - 12 shall consist of a nine weeks period of instruction. Numerical averages shall be used on the report card with supporting data available on request. The following grading scale applies to all students beginning with the 2015-16 school year:

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: Below 60

The final exam, or End-of-Course (EOC) test for those courses for which an EOC test is available, will count 20% of the final mark for each course and the nine weeks grades will count the remaining 80%. Seniors will be exempt from exams if they have been absent no more than two times from the course and have an academic average of an A or B. Senior exam exemptions will not apply to high school courses with required state End of Course or NC Final exams or CTE Post-Assessments. The academic average will be calculated as a simple average of the two nine weeks grades and this will constitute the final average in the course. There will be no waivers of any absences for any reason for the purpose of this policy. (JCPS Board of Education Policy 3400)
Academic Recognition

Principal’s List:
Students in grades 9-12 who receive all A’s in the standard curriculum or all A’s and B’s in the weighted Honors/Advanced Placement curriculum and a S on conduct shall be recognized as being on the Johnston County Principal’s List.

Honor Roll:
Students in grades 9-12 receiving all A’s and B’s in the standard curriculum or all A’s, B’s, and C’s in the weighted Honors/Advanced Placement curriculum and a S on conduct shall be recognized as being on the Johnston County Honor Roll.

Latin Honors:
Students graduating on the Future Ready Core course of study are eligible for recognition of the Latin Honors distinctions detailed below:

<table>
<thead>
<tr>
<th>GPA Range</th>
<th>Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.250 or greater</td>
<td>Summa Cum Laude</td>
</tr>
<tr>
<td>4.000-4.249</td>
<td>Magna Cum Laude</td>
</tr>
<tr>
<td>3.750-3.999</td>
<td>Cum Laude</td>
</tr>
</tbody>
</table>

Standards for Calculating the Weighted Grade Point Average and Class Rank
The calculations are based on a standardization of
- Academic course levels
- Grading scales
- The weighting of course grades

The class rank is based on a weighted grade point average in which a single (1) or a half (1/2) quality point or weight is added to passing grades earned in honors courses or two (2) or one (1) quality point/s are added to passing grades earned in advanced placement and/or CCP and IB courses, depending on the year of entry into 9th grade as detailed below.

Academic course levels for students entering prior to 2015-16

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Honors (1 point)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>CCP (1 point)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP (2 points)</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>IB (2 points except for Ab Initio)</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Academic course levels for students entering 2015-16 and beyond

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Honors (1/2 point)</td>
<td>4.5</td>
<td>3.5</td>
<td>2.5</td>
<td>1.5</td>
<td>0</td>
</tr>
<tr>
<td>AP (1 point)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCP- College Transfer ONLY* (1 point)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>IB (1 point except for Ab Initio)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*College Transfer courses are updated every 2 years and can be found at [https://www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/comprehensive-articulation-agreement-caa](https://www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/comprehensive-articulation-agreement-caa)

Academic Course Levels and Associated Weights

**Standard (S) -** Course content, pace, and academic rigor follow standards specified by the *North Carolina Standard Course of Study* with occasional content enrichment where appropriate. This course provides credit toward a High School Diploma and requires the End-of-Course test where available.

**Honors (H) -** Course content, pace, and academic rigor put high expectations on the student and surpasses standards specified by the *North Carolina Standard Course of Study*. Such courses demand a greater independence and responsibility. These courses provide credit toward a High School diploma and require an End-of-Course test where available. The state weighting system adds the equivalent of one quality point to the grade earned in such courses for students entering prior to 2015-16 and ½ a quality point to the grade earned in such courses for students entering 2015-16 and beyond. The North Carolina Department of Public Instruction amended the standards for honors courses
Students who enroll in an honors or advanced placement course have made a commitment. They will not be able to drop an

Course Offerings General Information
Course offerings in Johnston County high schools are comprehensive and are designed to help all students develop their maximum potential. Courses differ in instructional aims in order to provide for varying student career and academic aspirations. In keeping with a commitment to excellence, all students are encouraged to select challenging courses that allow them to pursue their individual interests.

A system of open enrollment through informed choice is used. The following criteria are used to inform and counsel students and parents in selecting the appropriate level of course difficulty:

- Grades
- Prerequisites
- Corequisites
- Recommendations

Grades – Honors and AP level courses allow students to explore topics in more depth than in regular preparatory courses. The emphasis in an Honors or AP level course is on discovery and inquiry learning, the utilization of research skills, and higher-level thinking skills as related to the specific course content. Students who register for Honors or AP level courses are making a commitment to higher standards. In general, students are expected to earn A’s and B’s in prerequisite courses to move on to Honors or AP level courses. If there are any questions about a student’s ability to handle these rigorous courses, an appointment with the counselor is recommended.

Prerequisites – Some courses must be passed in a logical sequence; therefore, students must adhere to the designated prerequisites. Give attention to the listed prerequisites and suggested grade levels of all courses, as students are not permitted to enroll in the second year of some courses until they have successfully completed the first year of the course. Courses for which no prerequisites are listed have no prerequisite requirement.

Corequisites – Some courses may be taken simultaneously with other courses.

Recommendations – In addition to or in lieu of prerequisites, specific departmental recommendations are listed for certain courses. While these recommendations do not limit one’s decision to enroll, the criteria are based on a professional assessment of characteristics of students who are generally successful in these courses. These recommendations should be carefully considered during registration.

Connexus Offerings – Connexus offers our district far more than just a platform for credit recovery. Connexus offers students learning opportunities “anytime, anywhere.” Connexus provides students with the ability to earn first-time credits in core and elective courses facilitated by highly-qualified teachers within the school building.

Course Requirements
A high school principal shall award course credit toward high school graduation based upon a student’s demonstration of sufficient mastery of the standards for a course as defined in the NC Standard Course of Study. Credit toward high school graduation may be awarded for: high school courses included in the NC Standard Course of Study, including those provided by the NC Virtual Public School; Advanced Placement courses; International Baccalaureate courses; locally-developed high school courses; and public university, community college, and private college courses. Course instructors shall provide instruction on the complete standards for the course as outlined in the NC Standard Course of Study, the Advanced Placement syllabus, the International Baccalaureate syllabus, or the locally-developed course syllabus, as appropriate.

Schedule Changes
Much attention is given to careful course selection and creation of a master schedule that allows the greatest number of students the best schedule possible. Therefore, following the completion of registration, schedule changes will be limited. By state regulation, a drop/add period can only occur within the first 10 days for a block-scheduled school. Students enrolled in Advanced Placement courses may not withdraw from the course any later than the fifth school day of the semester in which the student is enrolled in the courses.

Students who enroll in an honors or advanced placement course have made a commitment. They will not be able to drop an honors section and transfer to a regular section of the same course except for extenuating circumstances. Because honors sections will require additional work, the decision to enroll in them should be made with care. Regular course sections for which there are honors options are geared to meet College Preparation and Future Ready Core requirements.
Course Descriptions

English

English Sequence of Course Offerings (grade level may vary)

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>English I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 10</td>
<td>English II</td>
</tr>
<tr>
<td>Grade 11</td>
<td>English III</td>
</tr>
<tr>
<td>Grade 12</td>
<td>English IV</td>
</tr>
<tr>
<td>Any year</td>
<td>English Elective</td>
</tr>
</tbody>
</table>

Essentials of English  
1 unit  
Prerequisite: None  
Essentials of English is designed for students to develop skills in the areas of research, effective studying, and communication that will be needed in all courses. This course provides a foundational study of literary genres, writing and research, and conventions and mechanics based on the North Carolina Standard Course of Study. Correct grammar usage and composition skills will be emphasized, along with the development of other skills necessary for success in English I-IV. Completion of several writing assignments will be a requirement for the course. Students will demonstrate knowledge of vocabulary including word parts.

English I  
1 unit  
Prerequisite: None  
The North Carolina Standard Course of Study describes students who are college and career ready in reading, writing, listening and speaking as follows: students demonstrate independence in these areas; students build strong content knowledge; students respond to the varying demands of audience, task, purpose, and discipline; students comprehend as well as critique; students value evidence; students use technology and digital media strategically and capably; students come to understand other perspectives and cultures. The English I course provides a foundational study for students through a study of literary genres (novels, short stories, poetry, drama, literary nonfiction, US documents, one Shakespearean play), various writings, and increasingly difficult content. English I and English II courses will be coordinated to allow for coherence and increased difficulty of reading and writing texts, reading comprehension, and use of digital media.

Honors English I  
1 unit  
Prerequisite: None  
Honors English I is a course which provides a foundational study for students through a study of literary genres (novels, short stories, poetry, drama, literary nonfiction, US documents, one Shakespearean play), various writings, and increasingly difficult content. Critical thinking and textual analysis are stressed. Students will work independently on a research project, an oral presentation, and several visual arts projects. Students will demonstrate an advanced knowledge of vocabulary, including word parts, advanced knowledge of grammar, and will continue to demonstrate an advanced knowledge of vocabulary. Completion of one or more research projects may be a requirement for the course. Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study.

English II  
1 unit  
Prerequisite: English I  
The North Carolina Standard Course of Study describes students who are college and career ready in reading, writing, listening and speaking as follows: students demonstrate independence in these areas; students build strong content knowledge; students respond to the varying demands of audience, task, purpose, and discipline; students comprehend as well as critique; students value evidence; students use technology and digital media strategically and capably; students come to understand other perspectives and cultures. English II introduces global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North) Africa, Eastern Europe, Asia, Oceania, and the Middle East. Influential U.S. documents and a Shakespearean play will be included in the readings. Students in English II will continue to study various genres of increasing complexity, examine various texts for a variety of purposes, and write and respond to a variety of fiction and non-fiction texts. English I and English II courses will be coordinated to allow for coherence and increased difficulty of reading and writing texts, reading comprehension, and use of digital media. The English II End-of-Course Test is required.
Honors English II  
Prerequisite: English I or Honors English I  
Honors English II is designed to challenge students. It is fast paced, requires extensive outside reading, and offers challenging writing and speaking opportunities designed to develop the students’ abilities in language arts as preparation for the PSAT, SAT, PLAN and ACT. The course introduces global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North) Africa, Eastern Europe, Asia, Oceania, and the Middle East. Influential U.S. documents and a Shakespearean play will be included in the readings. Language study and grammar reviews are integrated with oral and written assignments. The English II End-of-Course Test is required. Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study.

English III  
Prerequisite: English II  
The North Carolina Standard Course of Study describes students who are college and career ready in reading, writing, listening and speaking as follows: students demonstrate independence in these areas; students build strong content knowledge; students respond to the varying demands of audience, task, purpose, and discipline; students comprehend as well as critique; students value evidence; students use technology and digital media strategically and capably; students come to understand other perspectives and cultures. English III is an in-depth study of U. S. Literature and U. S. literary nonfiction especially foundational works and documents from the 17th century through the early 20th century. At least one Shakespearean play will be included. English III students will complete a large-scale, independently driven research project as required by Johnston County Public Schools. Students will use technology on a consistent basis to examine, understand, and create a variety of texts for a variety of purposes. English III and English IV courses will be coordinated based on the North Carolina Standard Course of Study to allow for coherence and increased difficulty of reading and writing texts, reading comprehension, research, and use of digital media.

Honors English III  
Prerequisite: English II or Honors English II  
Honors English III is another step in the accelerated English curriculum. This course is an in-depth study of U. S. Literature and U. S. literary nonfiction especially foundational works and documents from the 17th century through the early 20th century. At least one Shakespearean play will be included. This course further develops critical readers with strong writing skills. Students will prepare for the SAT and ACT by studying vocabulary and by practicing reading comprehension strategies. Students will be required to complete a research paper. Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study.

Advanced Placement Language and Composition  
Prerequisite: Honors English II and Honors English III  
AP Language and Composition cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers’ intentions and elicit readers’ responses in particular situations. Reading and writing activities in the course also deepen students’ knowledge and control of formal conventions of written language. Students are required to take the Advanced Placement Exam for college credit; credit is granted by the particular university based upon scores earned on the exam.

English IV  
Prerequisite: English III  
The North Carolina Standard Course of Study describes students who are college and career ready in reading, writing, listening and speaking as follows: students demonstrate independence in these areas; students build strong content knowledge; students respond to the varying demands of audience, task, purpose, and discipline; students comprehend as well as critique; students value evidence; students use technology and digital media strategically and capably; students come to understand other perspectives and cultures. English IV completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important U. S. documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play will be included. Students will complete a large-scale, independently driven project based on a topic of their choice as required by Johnston County Schools. Within the scope of this project, students will network with professionals, examine pertinent resources, present their findings and their project to a community board, and compile all information into a portfolio. Students will read and write complex, detailed texts to ensure they have a rich and diverse understanding of
Honors English IV  
Prerequisite: English III or Honors English III  
1 unit

Honors English IV provides in-depth coverage of all skills, language usage, and conventional mechanics. The topics throughout the course are designed to challenge students who are planning for further study beyond high school. This advanced course requires that students have strong writing and analytical skills. This course completes the global perspective initiated in English II. Though its focus is on European (Western, Southern, Northern) literature, this course includes important U.S. documents and literature (texts influenced by European philosophy or action). At least one Shakespearean play will be included. Research and informational skills are refined, and independent study assignments are required. Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study.

Advanced Placement Literature and Composition  
Prerequisite or corequisite: Honors English III and Honors English IV  
1 unit

Students in Advanced Placement Literature and Composition will engage in the careful reading and critical analysis of literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure to their readers. As they read, students should 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. Students are required to take the Advanced Placement Exam for college credit; credit is granted by the particular university based upon scores earned on the exam.

Introduction to Journalism  
Prerequisite: None  
1 unit

Introduction to Journalism presents a survey of the history of American journalism and recent developments in the fields of video, newspaper, magazine, and yearbook production. Topics for consideration in the class include photojournalism, news writing, advertising, media law and ethics. This course, if offered, is suggested as a prerequisite for participation on newspaper, yearbook, and video production staffs.

Newspaper Journalism I  
Recommendation: Introduction to Journalism, if offered  
1 unit

Newspaper Journalism I will include, but is not limited to, units on news patterning techniques, interviewing, writing straight news stories, basic advertising techniques, and introduction to the school’s newspaper design, layout, style, and review process. Students will critique their own writing and the writing of others. Members of this class will write for the school’s newspaper. Students are often required to participate in advertising sales and marketing for the newspaper.

Newspaper Journalism II  
Prerequisite: Newspaper Journalism I  
1 unit

Newspaper Journalism II builds upon the content and skills learned in Newspaper Journalism I. This course will include units on selecting letters to the editor, writing headlines, and establishing photo cutlines and captions. Students will write entertainment reviews, create questions for surveys, conduct surveys, and write about the results of surveys. Students will also create column headings and newspaper photography. Students will critique their own writing and the writing of others. Students in this course will write for the school’s newspaper. Students are often required to participate in advertising sales and marketing for the newspaper.

Honors Newspaper Journalism III  
Prerequisite: Newspaper Journalism II  
1 unit

Honors Newspaper Journalism III builds upon the content and skills learned in Newspaper Journalism II. Students in this course will write for the school’s newspaper. Units will include, but are not limited to, introduction to copyediting, ad design, writing ad copy, sports writing, and cropping and sizing photographs. Students will critique their own work and the work of others. Students are often required to participate in advertising sales and marketing for the newspaper.

Honors Newspaper Journalism IV  
Prerequisite: Newspaper Journalism III  
1 unit

Honors Newspaper Journalism IV builds on the content and skills learned in Newspaper Journalism III. Members of this class will write for the school’s newspaper. The course will include, but is not limited to, units on intermediate copy editing, ad placement, circulation and distribution methods, and in-depth reporting. Students will critique their own writing and the writing of others. Students are often required to participate in advertising sales and marketing for the newspaper.
Honors Round Table is designed for students who are interested in the discussion of ideas. Students will be required to do extensive research and independent study, produce essays at an advanced level and use analytical skills to determine

Project Based Learning

This course builds upon the content from Project Based Learning and allows students to serve as experienced staff members. Students are often required to participate in advertising sales and marketing for the newspaper.

Creative Writing

Prerequisite: None

Creative writing is designed for students who are interested in writing original poetry, plays, essays, and short stories. Students will consider the elements of creativity, inspiration, form, and content in relation to the styles of representative authors. Self-criticism, group evaluation, contest entries, and publication of students’ work are required activities. Projects may include the publication of a literary magazine.

Round Table

Prerequisite: None

Round Table is designed for students who are interested in the discussion of ideas. The course will have a thematic approach, which will combine individual research and reading with public speaking, group discussion, and seminar. Most topics will encompass several areas of study. Students will choose from a variety of literary works and other media. They will receive training and practice in public speaking. Students will be required to produce at least two major independent projects as well as a number of speeches, essays, and seminars. In addition to the themes explored by the entire class, students will also set individual goals and themes to explore.

Honors Round Table

Prerequisite: None

Honors Round Table is designed for students who are interested in the discussion of ideas. Students will be required to do extensive research and independent study, produce essays at an advanced level and use analytical skills to determine
personal, social, ethical and cultural implications of selected readings, films, and class discussions. The course will have a thematic approach encompass several areas of study.

Social Studies

Possible Sequence of Social Studies Courses (grade level may vary)

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>World History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 10</td>
<td>American History: Founding Principles, Civics and Economics</td>
</tr>
<tr>
<td>Grade 11</td>
<td>American History I and American History II (*Students may opt to take AP US History and an additional Social Studies elective in place of the American History I and II requirement)</td>
</tr>
<tr>
<td>Grade 12</td>
<td>No requirements. Students may take elective Social Studies courses</td>
</tr>
</tbody>
</table>

World History
Prerequisite: None
World History provides students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. The application of themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of civilizations around the world, and broaden their historical perspectives.

Honors World History
Prerequisite: None
Honors World History is designed for students to study the origins of the world civilizations. Students will demonstrate critical thinking skills by comparing and contrasting the characteristics of the world’s major cultural areas. They will analyze the historical significance of certain civilizations as they relate to the growth of society. To accomplish the above goals, students will engage in independent reading, critical analysis, and writing. Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study.

Advanced Placement World History
Prerequisite: None
In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. Students are required to take the Advanced Placement Exam for college credit; credit is granted by the particular university based upon scores earned on the exam.

American History: The Founding Principles, Civics and Economics
Prerequisite: None
American History: The Founding Principles, Civics and Economics has been developed as a course that provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance. The essential standards of this course are organized under three strands — Civics and Government, Personal Financial Literacy and Economics. Taken together, these three strands should help to prepare students to become responsible and effective citizens in an interdependent world.

Honors American History: The Founding Principles, Civics and Economics
Prerequisite: None
Honors American History: Founding Principles, Civics and Economics is designed for students to study systems of Civics and Economics that affect their lives as consumers and citizens. This course is designed for students who wish to gain a
broader understanding of the skills of the informed decision maker. Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study.

**Advanced Placement European History**

**Prerequisite:** Honors World History

In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity. Students are required to take the Advanced Placement Exam for college credit; credit is granted by the particular university based upon scores earned on the exam.

**American History I: The Founding Principles**

**Prerequisite:** World History, Civics & Economics

American History 1 (1492-1877) is the first of a two part history of the United States of America. The course will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United states from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution.

**Honors American History I: The Founding Principles**

**Prerequisite:** World History, Civics & Economics

American History I (1492-1877) is the first of a two part history of the United States of America. This course is intended to introduce students to key figures, historical events, political, religious, economic, and intellectual movements that significantly influenced the founding and development of the United States up to the year 1877. American History I: The Founding Principles will guide students as they study the establishment of political parties, America’s westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction. Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study.

**American History II**

**Prerequisite:** World History, Civics & Economics

American History 2 (1877-present) is the second of a two part history of the United States of America. In American History II, students will continue to deepen their study of American History, focusing on the period beginning with the end of the Reconstruction period in 1877 and continuing through the present. This course is intended to introduce students to key figures, historical events, political, religious, economic, and intellectual movements that significantly influenced the period following Reconstruction to the modern day superpower that America has become.

**Honors American History II**

**Prerequisite:** World History, Civics & Economics

Honors American History II (1877-present) is the second of a two part history of the United States of America. In American History II, students continue to deepen their study of American History, focusing on the period beginning with the end of the Reconstruction period in 1877 and continuing through the present. This course is intended to introduce students to key figures, historical events, political, religious, economic, and intellectual movements that significantly influenced the period following Reconstruction to the modern day superpower that America has become. The Honors American History II course is an interdisciplinary survey in which students will demonstrate critical thinking skills by investigating the causes and effects of the many aspects of the period through extensive outside reading and writing. Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study.

**Advanced Placement United States History**

**Prerequisite:** World History, Civics & Economics

The Advanced Placement course in United States History is designed to give students an understanding of the subject matter and major interpretive questions that derive from the study of selected themes. The AP course will train students to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. There will be a close examination of a series of problems or topics through specialized
writings by historians. Students are required to take the Advanced Placement Exam for college credit; credit is granted by the particular university based upon scores earned on the exam.

American Government 1 unit
Prerequisite: Civics & Economics
American Government is designed for students to further the study of our political and legal systems. It begins with an in-depth look at the United States Constitution. Students will further examine the historical beginnings of our governmental framework and analyze the intentions of our founding fathers. On both national and state levels, major institutions such as legislative bodies, executive officials, and judicial levels of courts are studied. Other topics that play a pivotal role in government decisions today – political parties, public opinion, private interest groups, and relationships with foreign governments – are included.

Honors American Government 1 unit
Prerequisite: Honors Civics and Economics
Honors American Government is designed for students to explore the institutions and foundations of the American system of government. Students will be expected to use critical thinking skills to compare and contrast the American government structure to the governmental institutions and practices of other nations. Students will gain knowledge of American institutions - both formal institutions and informal institutions. Students will be expected to identify significant issues, brainstorm solutions, arrive at decisions and create plans of action using a wide array of resources including the internet. Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study.

Advanced Placement U.S. Government and Politics 1 unit
Prerequisite: Honors Civics and Economics or Honors US History.
The Advanced Placement course in U.S. Government and Politics will give students an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. Topics included in the course are constitutional underpinnings of United States government, political beliefs and behaviors, political parties and interest groups, institutions of the national government, public policy, and civil rights and civil liberties. Students are required to take the Advanced Placement Exam for college credit; credit is granted by the particular university based upon scores earned on the exam.

Economics 1 unit
Prerequisite: None
Economics is designed to equip students with the knowledge and tools necessary to understand the mechanics and functions of the American economic system. Key elements include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, trade and interdependence, and comparative economic systems.

Contemporary Law and Justice 1 unit
Prerequisite: American History: Founding Principles, Civics and Economics recommended
Contemporary Law and Justice is a practical study in the legal, judicial, law enforcement, and corrections systems of the United States. Students will focus on legal principles and the laws and procedures derived from them. They examine relevant examples of civil and criminal laws, law enforcement methods, court procedures, and efforts toward corrective justice. Students examine problems within the legal and justice systems.

Honors Contemporary Law and Justice 1 unit
Prerequisite: American History: Founding Principles, Civics and Economics recommended
This honors level course provides students with an opportunity for concentrated study of the legal, judicial, law enforcement, and corrections systems of the United States. Students focus on legal principles and the laws and procedures derived from them. They examine relevant examples of civil and criminal laws, law enforcement methods, court procedures, and efforts toward corrective justice. Students also examine problems within the legal and justice systems and issues that arise from their operation. Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study.

Contemporary America 1 unit
Prerequisite: None
Students will examine political and social changes in America since 1960. Topics of particular emphasis include civil rights, Vietnam, youth rebellion of the sixties, and current political trends. Movies and music of the period will be examined. The class will improve skills in debate and discussion through seminars on selected topics. Students will research topics, complete writing assignments, and make presentations to the class.
World Issues
Prerequisite: None
1 unit
World Issues is a course in which students analyze emerging issues that are affecting world history, politics, and human resources. Students investigate the historical roots of current events, ideas, and movements. Students assess the forces of continuity and change as it shapes human history.

Honors Johnston County History
Prerequisite: World Studies course, Civics and Economics, US History and recommendation from Social Studies instructor
1 unit
Honors Johnston County History provides students the opportunity to explore the significant historical developments in Johnston County. From the settlement of Johnston County through Johnston County’s participation within major conflicts, locally, nationally, and globally, students examine the ideas, movements, and phenomena that created Johnston County and influenced its geo-political direction within the state and nation. Primary source documents will be utilized to provide as accurate a portrayal of events in Johnston County. To enhance this historical examination of Johnston County, students will participate in seminars, writing activities, and exploration of local historical sites that correlate with course requirements.

Mathematics

Math placement for rising ninth graders will be determined by previous courses taken and performance in those classes. The high school mathematics course of study is based upon North Carolina Standard Course of Study adopted initially by the North Carolina State Board of Education in June 2016. The standards specify the mathematics that all students should study in order to be college and career ready. The standards are divided into two equally important parts: the Standards for Mathematical Practice and the Standards for Mathematical Content. The Practice Standards describe the characteristics and habits of mind that all mathematically proficient students exhibit. The Standards for Mathematical Practice are:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The Practice Standards will be applied throughout each course and, together with the Content Standards, will ensure that students experience mathematics as a coherent, useful, and logical subject.

The Standards for Mathematical Content for high school are divided into six conceptual categories: Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability.

Foundations of NC Math 1
Prerequisite: None
1 unit
The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. In conjunction with NC Math 1, 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.

NC Math 1B
Prerequisite: Foundations of NC Math 1
1 unit
This course, in conjunction with Foundations of NC Math 1, will fulfill the North Carolina High School graduation requirement for NC Math 1.

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. In conjunction with Foundations of NC Math 1, 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 allows students to make sense of problem situations. This course, in conjunction with Foundations of NC Math 1, fulfills the North Carolina high school graduation requirement for NC Math 1. The final exam is the NC Math 1 End-of-Course Test.

NC Math 1
Prerequisite: None
This course will fulfill the North Carolina High School graduation requirement for NC Math 1.
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 allows students to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 1. The final exam is the NC Math 1 End-of-Course Test.

NC Math 2
Foundations of NC Math 2
NC Math 2B
Prerequisite: NC Math 1
In this course students continue to deepen their study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from NC Math 1. The concept of quadratics is generalized with the introduction of higher degree polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of advanced types of functions are investigated (including inverse variation and square root functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. 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 allows students to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 2. The final exam is the North Carolina Final Exam for NC Math 2.

Honors NC Math 2
Prerequisite: NC Math 1
In this course students continue to deepen their study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from NC Math 1. The concept of quadratics is generalized with the introduction of more sophisticated polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of more advanced types of functions are investigated (including inverse variation and square root functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Honors NC Math 2 explores content at a rigorous level to begin students’ preparation for advanced math courses. 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 allows students to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 2. The final exam is the North Carolina Final Exam for Common Core Math II. Course content, pace and
academic rigor put high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study.

NC Math 3 1 unit
Foundations of NC Math 3 1 unit
NC Math 3B 1 unit
Prerequisite: NC Math 2
In NC Math 3, students synthesize and apply mathematical concepts learned in NC Math 1 and NC Math 2. Students apply methods from probability and statics to draw inferences and conclusions from data. In this course, work with functions expands to include logarithmic, polynomial, rational, absolute value, piecewise and trigonometric functions as well as an intense study of families of functions and their relationships. Study of the right triangle trigonometry is deepened to include general triangles and using trigonometric functions to model simple periodic phenomena. Additionally, students synthesize all their experience with functions and geometry to create models and solve contextual problems. 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 allows students to make sense of the ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for NC Math 3. The final exam is the North Carolina Final Exam for NC Math 3.

Honors NC Math 3 1 unit
Prerequisite: NC Math 2
In Honors NC Math 3, students synthesize and apply mathematical concepts learned in NC Math 1 and NC Math 2. Students apply methods from probability and statics to draw inferences and conclusions from data. In this course, work with functions expands to include logarithmic, polynomial, rational, absolute value, piecewise and trigonometric functions, as well as an intense study of families of functions and their relationships. Study of the right triangle trigonometry is deepened to include general triangles and using trigonometric functions to model simple periodic phenomena. Additionally, students synthesize all their experience with functions and geometry to create models and solve contextual problems. Honors NC Math 3 explores content at a rigorous level to continue students’ preparation for advanced math courses. 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. This course fulfills the North Carolina high school graduation requirement for NC Math 3. The final exam is the North Carolina Final Exam for NC Math 3. Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study.

4th Math Courses

The following mathematics courses are accepted as the 4th level mathematics course required for graduation under the Future Ready Core. These courses are accepted as the fourth math for admission to UNC System Institutions. For more information, see [http://www.ncpublicschools.org/docs/curriculum/mathematics/scos/math-options-chart.pdf](http://www.ncpublicschools.org/docs/curriculum/mathematics/scos/math-options-chart.pdf).

If interested, see your counselor to discuss Community College mathematics course options that also meet graduation requirements and minimum admission requirements for UNC System institutions. Students wishing to attend non-UNC System colleges, a community college, or a technical school should check with the post-secondary institution for minimum admission requirements. If interested, see your counselor to discuss CTE course options that can also count as the 4th math credit needed for graduation.

Advanced Functions and Modeling 1 unit
Prerequisite: NC Math 3/Honors NC Math 3
Advanced Functions and Modeling (AFM) provides an in-depth study of modeling and applying functions, probability, statistics, trigonometry, and financial literacy. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications originate. Appropriate tools and technology, from manipulatives to calculators and application software is used for instruction and assessment. This course is accepted as the fourth math for admission to UNC System Institutions. The student’s level of mastery of the concepts in this course can be used to help determine future course selection of AP Statistics, Discrete Math, or Pre-Calculus.

Honors Advanced Functions and Modeling 1 unit
Prerequisite: NC Math 3/Honors NC Math 3
Advanced Functions and Modeling (AFM) provides an in-depth study of modeling and applying functions, probability, statistics, trigonometry, and financial literacy. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications originate. Honors Advanced Functions and Modeling provides rigorous learning opportunities for problem seeking and problem solving that allow connections and
application of the mathematics at a complex level. Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study.

**Honors Pre-Calculus**

*Prerequisite: NC Math 3/Honors NC Math 3*

The Pre-Calculus course includes a complete study of trigonometry, advanced functions, analytic geometry, sequences and series, data analysis, vectors, and limits. Applications and modeling should be included throughout the course of study. This course is accepted as the fourth math for admission to UNC System institutions. Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study.

**Discrete Mathematics**

*Prerequisite: NC Math 3/Honors NC Math 3*

Discrete Mathematics introduces students to the mathematics of networks, social choice, and decision-making. The course extends students’ application of matrix arithmetic and probability. Applications and modeling are central to this course of study. The student’s level of mastery of the concepts in this course determines future course selection of either AP Statistics or Pre-Calculus.

**Honors Discrete Mathematics**

*Prerequisite: NC Math 3/Honors NC Math 3*

Honors Discrete Mathematics introduces students to the mathematics of networks, social choice, and decision-making. The course extends students’ application of matrix arithmetic and probability. Applications and modeling are central to this course of study. It is recommended for mathematically inclined students who can maintain standards within the rigor and challenge of the honors curriculum. The student’s level of mastery of the concepts in this course can be used to help determine future course selection of either AP Statistics or Pre-Calculus. Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study.

**Advanced Placement Statistics**

*Prerequisite: Honors Math II OR Honors Math III*

AP Statistics is an excellent option for any student who has completed two years of algebra, regardless of the student’s intended college major. At least one statistics course is typically required for majors such as engineering, psychology, sociology, health science, mathematics, and business. This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will observe patterns and departures from patterns, decide what and how to measure, produce models using probability and simulation, and confirm models. Students are required to take the Advanced Placement Exam for college credit; credit is granted by the particular university based upon scores earned on the exam.

**Advanced Placement Calculus AB**

*Prerequisite: Precalculus*

**Recommendation: 90 or above in Precalculus**

Calculus AB is primarily concerned with developing the student’s understanding of the concepts of calculus and providing experience with its methods and applications. This includes three basic topics: elementary functions, differential calculus, and integral calculus. The functions studied are the algebraic, trigonometric, exponential and logarithmic functions, in general, as well as the concept of limits. Derivatives, applications of derivatives, antiderivatives, and applications of the integral complete the course. The curriculum is prescribed and paced by the College Board. Students are required to take the Advanced Placement Exam for college credit; credit is granted by the particular university based upon scores earned on the exam.

**Advanced Placement Calculus AB/BC**

*Prerequisite: 93 or above in Precalculus*

**Note: Johnston County offers AP Calculus AB and BC as a full-year course. Students take the AP Calculus BC exam in the spring, which yields both a Calculus AB subscore and a score for Calculus BC.**

The topics of Advanced Placement Calculus AB are covered in this course, plus additional topics to prepare the student for the Calculus BC Examination, including a rigorous treatment of sequences and series. The curriculum is prescribed and paced by the College Board. Students are required to take the Advanced Placement Exam for college credit; credit is granted by the particular university based upon scores earned on the exam.
Math Elective Courses Beyond NC Math III

The following mathematics elective courses do not count as the 4th math required for graduation. For College University Prep Course of Study, 4 Maths are required, one of which must be beyond Math II/Math III. The UNC system only recognizes math courses beyond Math II/Math III written by the North Carolina Department of Public Instruction.

**Honors Introduction to College Mathematics (11-12)**

**1 unit**

**Prerequisite:** Completion of Math II OR Math III

**Note:** This is a local course written by Johnston County educators. This course should not be the only math course taken by seniors, as UNC system schools may not recognize it.

The Introduction to College Mathematics curriculum includes fields and groups; locus of points; sequences and series; polynomial, exponential and logarithmic functions; math induction; matrix operation; elementary limits; and the extension of function and relation concepts to include inverses and composites. In addition, rules of differentiation will be explored as well as finite math topics about social choices. Students study the following topics of trigonometry along with their applications: trigonometric functions, the unit circle, right triangles, oblique triangles, inverse functions, trigonometric identities, and advanced curve sketching. Students must have extensive knowledge of the graphics calculator.

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### Science

**Possible Sequence of Science Courses (grade level may vary)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course</th>
<th>Unit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Earth/Environmental Science</td>
<td>1 unit</td>
</tr>
<tr>
<td>10</td>
<td>Biology</td>
<td>1 unit</td>
</tr>
<tr>
<td>11</td>
<td>Physical Science/Chemistry/Physics</td>
<td>1 unit</td>
</tr>
<tr>
<td>12</td>
<td>No requirement. Students may take elective Science courses.</td>
<td></td>
</tr>
</tbody>
</table>

**Earth/Environmental Science**

**1 unit**

**Prerequisite:** None

Earth/Environmental Science focuses on the function of the earth’s systems. Emphasis is placed on matter, energy, crystal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material. Laboratory experiences are integral parts of the course. This course meets the Earth/Environmental Science graduation requirement. The final exam is the North Carolina Final Exam for Earth/Environmental Science.

**Honors Earth/Environmental Science**

**1 unit**

**Prerequisite:** None

Honors Earth/Environmental Science parallels the standard course in Earth/Environmental Science. The course focuses on the function and structure of the earth’s systems. Emphasis is placed on matter, energy, crystal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and materials through the earth’s solid, gaseous, and water systems. Honors Earth develops critical thinking skills through the use of individual research projects, independent study, and laboratory investigations. Field and laboratory experiences will be an integral part of this course, providing students knowledge of proper laboratory and data collection techniques in order to reinforce learning and to promote the methods used by scientists. The final exam is the North Carolina Final Exam for Earth/Environmental Science. Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study.

**Biology**

**1 unit**

**Prerequisite:** None

Biology is designed to continue student investigations of the biological sciences. High school inquiry is expanded to include more abstract concepts such as the function of DNA, biological evolution, and the interdependence of organisms. The curriculum also includes the cell, the molecular basis of heredity, biological evolution, matter, energy, and organization in living systems, and the behavior of organisms. Students are required to take the North Carolina End-of-Course Test in Biology.
Honors Biology 1 unit
Prerequisite: None
Honors Biology parallels the standard course in Biology. The course is designed to introduce students to the molecular basis of biology: biochemistry, bioenergetics, control systems, reproduction and development, genetics, diversity, evolution, and anatomy. Field and laboratory experiences will be an integral part of the course. Students are required to take the North Carolina End-of-Course Test in Biology. Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study.

Honors Advanced Biology 1 unit
Prerequisite: Honors Biology
Advanced Biology is designed to introduce students to the molecular basis of biology: Biochemistry, bioenergetics, control systems, reproduction and development, genetics, diversity, evolution, and anatomy in more detail than biology. Students do extensive research, independent study, and laboratory investigations. Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study.

Advanced Placement Biology 1 unit
Prerequisite: Honors Biology
The AP Biology course is designed to be the equivalent of a college introductory biology course. The course focuses on inquiry based learning of essential concepts. The essential concepts are organized into three big ideas. 1. The process of evolution drives the diversity and unity of life. 2. Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis. 3. Living systems store, retrieve, transmit, and respond to information essential to life processes. Students are required to take the Advanced Placement Exam for college credit; credit is granted by the particular university based upon scores earned on the exam.

Physical Science 1 unit
Corequisite: Math I
Physical Science is the introduction to Chemistry and Physics. It focuses on explaining the concepts and principles of matter and energy. Students will demonstrate a basic knowledge of the physical sciences, of the scientific method of problem solving, and of laboratory procedures, equipment, and safety. Topics of study include the structure of the atom, structure and properties of matter, motions and forces, and the conservation of energy, matter, and charge. Students use their mathematical skills in the applications of science. The final exam is the North Carolina Final Exam for Physical Science.

Anatomy and Physiology 1 unit
Prerequisite: Biology, Chemistry
Anatomy and Physiology provides an in-depth study of the structure of the human body and the detailed study of the functions of the human body systems. It is designed for those students who are interested in a career in the medical field. Laboratory work includes anatomical studies of mammals such as fetal pigs and cats.

Honors Anatomy and Physiology 1 unit
Prerequisite: Biology or Honors Biology, Honors Chemistry
Honors Anatomy and Physiology provides an in-depth study of the structure of the human body and the detailed study of the functions of the human body systems. It is designed for those students who are interested in a career in the medical field. Laboratory work includes anatomical studies of mammals such as fetal pigs and cats. Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study.

Chemistry 1 unit
Prerequisite: Biology or Honors Biology
Chemistry encourages students to continue their investigation of the structure of matter along with chemical reactions and the conservation of energy in these reactions. Inquiry is applied to the study of transformation, composition, structure, and properties of substances. The final exam is the North Carolina Final Exam for Chemistry.

Honors Chemistry 1 unit
Prerequisite: Biology or Honors Biology
Honors Chemistry is designed for students who plan to continue their study of the sciences beyond the high school level. The concepts covered in this course parallel those of chemistry but at a faster pace and in greater depth. Students perform extensive research, independent study, and laboratory work. Theoretical and mathematical relationships in chemistry are studied. The final exam is the North Carolina Final Exam for Chemistry. Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study.
Chemistry II 1 unit
Prerequisite: Biology, Chemistry, Math III
Chemistry II is an advanced course that builds upon the foundation of chemistry with increased emphasis on organic chemistry, quantitative and qualitative analysis, thermochemistry, electrochemistry, and electrochemistry bonding energies. Laboratory experiences will be provided to illustrate laboratory techniques to reinforce learning and to promote the methods of the scientist.

Honors Chemistry II 1 unit
Prerequisite: Biology, Honors Chemistry, Math III
Honors Chemistry II is a mathematically oriented chemistry course and not merely descriptive; appropriate mathematical techniques will be used throughout the course. Laboratory experiences will be provided to illustrate laboratory techniques to reinforce learning and to promote the methods of the scientist. Emphasis will be placed on extensive chemical analyses and calculations and individual laboratory research. Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study.

Advanced Placement Chemistry 1 unit
Prerequisite: Honors Biology, Honors Chemistry II, Honors Math III
The AP Chemistry course is designed to be the equivalent of the introductory college-level chemistry course. All goals focus on the unifying concepts of systems, order, and organization; evidence, models, and explanation; constancy, change, and measurement; evolution and equilibrium; and form and function. Students must be prepared to participate in laboratory experiences equivalent to that of a typical college course. Students are required to take the Advanced Placement Exam for college credit; credit is granted by the particular university based upon scores earned on the exam.

Physics 1 unit
Prerequisite: NC Math 3
Physics is designed for students who plan to pursue higher education in a science or technical field. Physics is quantitative in nature and uses the language of mathematics to describe natural phenomena. Inquiry is applied to the study of matter and energy and their interaction.

Honors Physics 1 unit
Prerequisite: Honors NC Math 3
Corequisite: An Honors Advanced Math
The concepts covered in this course parallel those of Physics but in greater depth. The topics covered will include classical physics, mechanics, basic thermodynamics, light and optics, electricity and magnetism. Instruction will rely heavily upon the use of the laboratory. The curriculum in this course relies on many supplemental materials and lab equipment. Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study.

Advanced Placement Physics I 1 unit
Prerequisite: Honors NC Math 3, Pre-Calculus, Honors Physics
Corequisite: Advanced Placement Calculus AB recommended
AP Physics I is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and
sound. It will also introduce electric circuits. Students are required to take the Advanced Placement Exam for college credit; credit is granted by the particular university based upon scores earned on the exam.

Advanced Placement Physics II
Prerequisite: Advanced Placement Physics I, Honors NC Math 3, Pre-Calculus
Corequisite: Advanced Placement Calculus BC recommended

AP Physics 2 is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. Students are required to take the Advanced Placement Exam for college credit; credit is granted by the particular university based upon scores earned on the exam.

Advanced Placement Physics C: Mechanics
Prerequisite: Honors NC Math 3, Pre-Calculus, Honors Physics
Corequisite: Calculus recommended

AP Physics C: Mechanics provides instruction in each of the following six content areas: kinematics; Newton’s laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. This is a very rigorous course and students should be equally strong in science and math skills to be successful in this course. Students are required to take the Advanced Placement Exam for college credit; credit is granted by the particular university based upon scores earned on the exam.

Marine Science
Prerequisite: Biology

Marine Science is an elective that is designed to give the student a practical study of the marine habitat as well as its surrounding environments. This course focuses on topics such as ocean zones, man and the sea, animals and plants, weather, plate tectonics, food chains and webs, pollution, and the role of governments in preserving marine environments. Emphasis is placed on marine science as it involves the state of North Carolina.

Astronomy
Prerequisite: Earth Science

The underlying principles of life, earth, and physical science will be integrated in this study of the universe. Historical astronomy, the solar system, comets, constellations, extraterrestrial life, and the evolution of stars will be the major topics of study. Observational astronomy skills and critical thinking will be fostered through the use of laboratory and field activities.

Honors Zoology
Prerequisite: Biology

Honors Zoology is designed to offer the student an in-depth study of the animal kingdom. It will survey the biology and classification of vertebrates and invertebrates. Studies will involve hands-on experiences with live specimens as well as laboratory activities, research and field collection.

World Languages

French I
Prerequisite: None

French I is designed to give students a balanced exposure to all four language skills (speaking, listening, reading, and writing) and the French culture. Students will speak, listen, read, and write in French about such topics as friends and family, school, sports, and leisure activities. Grammar is taught within the context of meaningful learning situations, conversation, and rapid oral drill with primary emphasis on the present tense, acquiring vocabulary, and cultural understanding. Some cultural topics discussed in French I are the geography of France, French-speaking countries of the world, and French cooking.

French II
Prerequisite: French I

The skills developed in French I are expanded in French II with increasing emphasis on the continued development of speaking and writing skills. Students encounter a substantial amount of new grammatical material; therefore, a firm foundation in French I grammar and vocabulary is essential. A minimum of three verb tenses will be studied. By the end of the course, students should have the language skills to be considered as having acquired proficient skills to be citizens of a global society.
Honors French III
Prerequisite: French II
French III provides an extensive study of French grammar. Essential grammatical structures of the French language are reviewed or introduced at this level as well as a large amount of vocabulary. Students will be expected to write accurately using the grammatical concepts and vocabulary studies. Speaking skills will be developed through informal conversations and skits. Reading selections will include short texts.

Honors French IV
Prerequisite: Honors French III
French IV provides an in-depth review of French grammar as well as the introduction of some advanced grammatical topics. There will be ample opportunities to develop and practice conversational and writing skills. Numerous reading selections will serve as the basis for vocabulary development and class discussion. During the second semester, students will explore a short novel or play. Students will be encouraged to use only French in the classroom. This course will serve as good preparation for AP French Language.

Honors French V
Prerequisite: Honors French IV
Students who have mastered French levels I through IV may enroll in French level V. Although this advanced level course does not provide the opportunity to earn college credit, it allows students to continue their world language studies. Students will write compositions in French as well as develop their speaking skills at an advanced level. Students will be expected to read, understand, and critically analyze selected works of literature.

Advanced Placement French Language and Culture
Prerequisite: teacher recommendation, minimum grade of B in Honors French IV or V
Advanced Placement French Language emphasizes the use of language for active communication and provides the opportunity to earn college credit. The objectives of the course include the development of the ability to understand spoken French in various contexts; a French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other non-technical writings; and the ability to express oneself coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French. The Advanced Placement Examination in French Language is required.

Spanish I Native Speakers
Prerequisite: oral proficiency
This course is designed specifically for native speakers of Spanish who already have oral skills. In this course, students will refine oral language skills to address a variety of audiences, develop and/or improve reading and writing skills through the examination of authentic print and non-print materials, and explore the cultures of the Hispanic world.

Spanish II Native Speakers
Prerequisite: Spanish I Native Speakers
This course is a continuation of Spanish I Native Speakers. There is an increasing emphasis on the development of reading and writing skills with a focus on grammar.

Spanish I
Prerequisite: none
Spanish I is designed to give students a balanced exposure to all four language skills (speaking, listening, reading, and writing) and culture. Students will be encouraged to use only Spanish in the classroom. Students will speak, listen, read, and write in Spanish about such topics as friends and family, school, sports, and leisure activities. Grammar is taught within the context of meaningful learning situations, conversation, and rapid oral drill with primary emphasis on the present tense. Acquiring vocabulary, and cultural understanding are also part of this class. Some cultural topics in Spanish I are Spanish-speaking countries and their geography and customs, Hispanic holidays, and Hispanic food.

Spanish II
Prerequisite: Spanish I
The skills developed in Spanish I are expanded in Spanish II with increasing emphasis on the development of speaking and writing skills. Students encounter a substantial amount of new grammatical material and new vocabulary. Therefore, a firm foundation in Spanish I grammar and vocabulary is essential. By the end of the course, students will converse, read, and write Spanish on a more sophisticated level than in Spanish I. The culture and history of Hispanic countries are also studied.
Honors Spanish III
Prerequisite: Spanish I
This course includes review of Spanish II material, but a basic mastery of level II grammar and vocabulary is assumed. Extensive new vocabulary is acquired, and students are expected to participate in class activities designed to build skills in reading, writing, speaking, and listening on a more sophisticated level than in previous courses. Grammatical concepts not covered in levels I and II are introduced. Reading and writing skills are stressed in the second semester as a preparation for Honors Spanish IV.

Honors Spanish IV
Prerequisite: Honors Spanish III
Spanish IV is the advanced application of skills learned in Spanish I, II, and III. A firm grasp of grammatical concepts and an ample vocabulary are assumed. The development of reading skills is an important component of this course as history and literature of Spain and Latin America are studied in depth. Culture and current events are also studied.

Honors Spanish V
Prerequisite: Honors Spanish IV
Students who have mastered Spanish levels I through IV may enroll in Honors Spanish level V. This course includes advanced grammatical forms analyzed in detail. Students will write compositions in Spanish as well as develop their speaking skills at an advanced level. Spanish V also begins to form a foundation for Advanced Placement Spanish Language.

Advanced Placement Spanish Language
Prerequisite: Honors Spanish IV or V
Advanced Placement Spanish language is an intensive course designed for highly motivated students to improve competency and gain proficiency in Spanish while having the opportunity to earn college credit. Students will frequently write compositions in Spanish as well as develop their speaking skills at an advanced level. Students are expected to become competent in reading and in understanding spoken Spanish. A concise review of grammar and extensive vocabulary is addressed throughout the course. The Advanced Placement Examination in Spanish Language is required.

Advanced Placement Spanish Literature
Prerequisites: Honors Spanish IV or V
Advanced Placement Spanish literature is an extensive literature course that provides the opportunity to earn college credit. It requires the rigorous application of reading and writing skills previously learned and competence in listening and speaking. Students will be expected to read, understand, and critically analyze selected works of literature. The course concentrates on the authors specified on the Advanced Placement required reading list. Students are required to take the Advanced Placement Examination in Spanish Literature.

American Sign Language I
Prerequisite: None
American Sign Language I is designed to give students a basic knowledge of the language and culture of the deaf community in northern America. American Sign Language is taught completely in sign, and voicing is not permitted. Students will learn new words and explore the language and culture of the deaf community. Grammar and signs are taught in context of meaningful learning situations.

American Sign Language II
Prerequisite: American Sign Language I
American Sign Language II is an intensive course designed to further students’ knowledge of the deaf community, culture, and language. It is recommended that students have a minimum grade of B from level I. Students will build upon the grammatical structures learned in American Sign Language I. This class is designed to perfect the skills used in level I. Students will take a more hands-on approach to learning and are challenged at a higher level of learning. The class will be taught in sign only.

Honors American Sign Language III
Prerequisite: American Sign Language II
This course is an extension of American Sign Language I and II. Class discussion will be in sign. Students will focus on career exploration for working with the deaf, in-depth examination of cultural concepts, and developing lexicons for specific industries.
ESL I
Prerequisite: Entering ELP Workshop
This course is intended for newcomer LEP students at the entering language proficiency level. Students in this course will learn concepts and vocabulary that are necessary for adjusting to the daily routine of school in the United States (e.g. study skills & strategies, points of view, personal & business communication). Multi-subject content and learning strategies are integrated in a language-rich format encompassing listening, speaking, reading and writing, all of which are correlated with the WIDA curriculum standards. Students will develop the language skills necessary to be successful in all academic areas.

ESL II
Prerequisite: ESL I or Beginning ELP level
This course expands on the skills and background in the ESL I course. Social and Instructional language will be emphasized in this course at a higher level. Students in the Beginning ELP level are ready to increase their language skills with provided scaffolding in the content areas. This will be accomplished by integrating multi-subject area content in a language-rich format encompassing listening, speaking, reading and writing, all of which are correlated with the WIDA curriculum standards. Students will develop the language skills necessary to be successful in all academic areas.

ESL III
Prerequisite: ESL II or Developing ELP level
This course is intended for students who are either in their second year in the United States school system or are at the Developing ELP level. Students at this level are expected to have a more expanded vocabulary and will continue to develop fluency and proficiency with the English language with the appropriate scaffolding of instruction. This course will integrate multi-subject content from the students’ regular courses along with listening, speaking, reading and writing skills from the WIDA curriculum standards. Students will develop the language skills necessary to be successful in all academic areas.

ESL IV
Prerequisite: ESL III or Developing ELP level
This course is intended for students in their third year who are more strengthened in their English language skills. Students at these levels have the skills necessary to use expanded vocabulary both in and outside of the mainstream classroom and are able to write with more linguistic complexity. Therefore, less instructional scaffolding will be used throughout this course in terms of writing and reading assignments. Multi-subject content from students’ regular coursework will be integrated along with listening, speaking, reading and writing skills from the WIDA curriculum standards. Students will continue to develop the language skills necessary to be successful in all academic areas.

ESL V
Prerequisite: ESL IV or Developing to Expanding ELP level
This course is intended for students in their third or fourth year in United States schools. Students who take this course will have strengthened their English language skills in terms of vocabulary usage and linguistic complexity. Less instructional scaffolding will be necessary for students in this course during reading and writing assignments. Multi-subject content from the students’ regular coursework will be integrated along with listening, speaking, reading and writing skills from the WIDA curriculum standards. Students will continue to develop the skills necessary to be successful in all academic areas.

ESL VI
Prerequisite: ESL V or Expanding ELP level
This sophisticated language course is for students in their fourth or fifth year in United States schools that are nearing graduation. ESL VI is designed for Expanding to Bridging ELP students who no longer need instructional modifications but still need support in order to meet graduation requirements. This course will offer opportunities for students to learn and practice effective discourse necessary for formal oral presentations (e.g. debates, graduation projects) along with guiding students to interpret and collect information necessary for research projects. ESL VI will offer opportunities in writing designed to develop students’ abilities in becoming a skilled writer who composes for a variety of purposes.
Health and Physical Education

Health and Physical Education I 1 unit
Prerequisite: None
Health and Physical Education I is a required course for high school graduation. This course consists of 50 percent classroom instruction in health and 50 percent physical education activities. Students are required to dress out to receive credit for this course. The health education portion of this course emphasizes physical, mental/emotional and social development. The physical education portion of this course emphasizes fitness testing and conditioning along with individual and team sports. The successful completion of this course is a prerequisite for all other physical education courses.

Physical Education II - Team Sports 1 unit
Physical Education III – Personal Fitness 1 unit
Physical Education IV – Lifetime Sports 1 unit
Prerequisite: Health and Physical Education I
Physical Education II - IV will help students improve a variety of physical education skills and techniques. The advanced physical education courses address overall physical conditioning and includes running, calisthenics, and activities designed to increase strength, stamina, and endurance. The student must pass each level course to advance.

Lifetime Fitness/Weight Training I 1 unit
Lifetime Fitness/Weight Training II 1 unit
Lifetime Fitness/Weight Training III 1 unit
Lifetime Fitness/Weight Training IV 1 unit
Prerequisite: approval of instructor
Lifetime fitness/weight training I - IV emphasize cardiovascular conditioning, flexibility, and total body strength improvement. The students will improve their personal level of fitness while learning the value of fitness to maintain a healthy lifestyle.

Physical Education Pupil Instructor (PEPI) 1 unit
Prerequisite: one Advanced PE, teacher interview
PEPI is designed for students interested in serving as Physical Education aides for elementary teachers. Special training in the area of elementary Physical Education is given to each student prior to working in the schools. This course will be helpful for students interested in a career in teaching Physical Education.

Sports Medicine I (11-12) 1 unit
Prerequisite: Biology
Sports Medicine II (11-12) 1 unit
Prerequisite: Sports Medicine I
Sports Medicine I - II will teach basic human anatomy and physiology focusing on areas of the body that are most frequently injured during athletic competition. Students will learn about prevention, care and treatment, and rehabilitation processes of athletic injury. Students will receive instruction and possible certification in American Red Cross First Aid and CPR. It requires after schoolwork with athletic teams. The course introduces the profession and skills of sports medicine and athletic training to the student. Sports medicine I is the prerequisite for Sports Medicine II. Sports medicine II is the prerequisite for Sports Medicine III.

Organization and Administration of Athletics 1 unit
Prerequisite: one advanced PE, teacher recommendation
Organization and administration of athletics will teach students how to organize athletic programs, maintain facilities, purchase and care for athletic equipment, and develop athletic budgets. It will include athletic officiating and NCHSAA rules and regulations. Emphasis will be placed on community and school service, character development, leadership and decision-making processes, sportsmanship, responsibility, and understanding authority. The leadership opportunities included in this course help students become more knowledgeable about careers in recreation, physical education, and athletics.
### Vocal Music-Beginning
**Prerequisite:** None
Vocal Music-Beginning is an introductory course focusing on development of the following concepts: knowledge and skills in tone production, tone placement, breath control, articulation, diction, note reading, rhythmic and melodic improvisation, interval recognition, musical terms, harmonic principles, intonation, analysis of music, historical relationships, evaluation of musical performances, and relation of musical understandings to other areas of the curriculum. Public performances may be required.

### Vocal Music-Intermediate
**Prerequisite:** Vocal Music-Beginning or Portfolio/Audition
Vocal Music-Intermediate is the second course of basic choral courses and provides advanced work in musical skills and knowledge of music. In addition to further developing the concepts learned in Vocal Music (Beginning), the learner will understand the principles of diction, and will develop phrasing. Emphasis will be placed on understanding harmony and musical terms. Public performances will be required.

### Honors Vocal Music-Proficient
**Prerequisite:** Vocal Music-Intermediate or Portfolio/Audition
Honors Vocal Music-Proficient is for the student who wishes to do advanced, concentrated work. Students will further develop skills acquired during Vocal Music (Beginning) and (Intermediate) while demonstrating knowledge of style, form, and theory. Public performances will be required.

### Honors Vocal Music-Advanced
**Prerequisite:** Honors Vocal Music-Proficient or Portfolio/Audition
Honors Vocal Music-Advanced will provide for the continuing refinement of the capacity to sing with carefully controlled pitch and vocal production and knowledge of how to care for the voice. Students will demonstrate the ability to read the printed score at an increasingly sophisticated level and relate choral tone to the period of composition. Public performances will be required.

### Music Specialization-Proficient-Honors Concert Choir I
**Prerequisite:** Vocal Music (Beginning/Intermediate) or teacher recommendation and audition
Music Specialization-Proficient-Honors Concert Choir I is designed for the musically gifted student and is intended to challenge students to discover higher levels of ability and to integrate perceptions through vocal musical interpretations. Through the study of history, musical vocabulary and symbols, this course will provide students with an appreciation and understanding of music in relation to styles of music, music periods, composers, and various cultures. Students will perform music at an IV-V level of difficulty in concerts, competitions, and festivals.

### Music Specialization-Advanced- Honors Concert Choir II
**Prerequisite:** Music Specialization-Proficient-Honors Concert Choir I or teacher recommendation and audition
Music Specialization-Advanced- Honors Concert Choir II is the highest level of the vocal music program and is intended to integrate a variety of perceptions through the interpretation and performance of solo and ensemble music. Students will perform music at a V-VI level of difficulty in concerts, competitions, and festivals. Emphasis will be placed on analyzing, describing and evaluating music and music performances.

### Music Specialization-Beginning-Music History/Appreciation
**Prerequisite:** None
Music Specialization-Beginning-Music History/Appreciation is designed to develop an understanding and appreciation of musical history, styles, periods, composers and instruments. Students will actively listen to and interpret music from classical or middle ages to modern. Projects will be required.

### Advanced Placement Music Theory
**Prerequisite:** Music Specialization-Proficient-Honors Concert Choir I or Honors Orchestra-Proficient
The goal of Advanced Placement Music Theory is to develop a student’s ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal will be promoted by integrated approaches to the student’s development of aural skills, sight-singing skills, written skills,
positional skills, and analytical skills through listening exercises, performance exercises, written exercises, creative exercises, and analytical exercises. Students are required to take the Advanced Placement Music Theory Examination.

**Dance-Beginning**  
**Prerequisite:** None

Using a modern dance-based approach, Dance-Beginning explores movement as a creative art form. Student learning includes opportunities to develop kinesthetic awareness, proper body alignment, physical strength, flexibility, endurance, and care of the dance instrument while exploring improvisational and expressive movement and basic modern dance technique. Dance elements and basic principles of composition are studied and practiced.

**Dance-Intermediate**  
**Prerequisite:** Dance-Beginning or Portfolio/Audition

Dance-Intermediate emphasizes students' acquisition of intermediate movement skills and refined motor control through the study of various modern dance techniques. Students learn to take responsibility for their personal health and to care for their dance instrument. Through dance ensemble work, students continue to explore improvisation, dance elements, and composition as both dancer and choreographer. Students present the skills they have learned to selected audiences and learn basic technical/theatrical skills for dance production.

**Honors Dance-Proficient**  
**Prerequisite:** Dance-Intermediate or Portfolio/Audition

Honors Dance-Proficient furthers the study of dance learned from Dance-Beginning and Dance-Intermediate. Students are exposed to an advanced level of technical dance training. Students are also exposed to more advanced composition assignments that incorporate designing a complete dance work with an underlying message. Students explore dances of different cultural/historical texts and relate them to dance in today's society.

**Honors Dance-Advanced**  
**Prerequisite:** Honors Dance-Proficient or Portfolio/Audition

Honors Dance-Advanced uses a modern dance-based approach, and follows Honors Dance-Proficient. Honors Dance-Advanced provides students with the opportunity to develop an advanced level of dance technique and refine their skills as both choreographer and performer. Students apply their creative and technical knowledge and skills through a variety of production and performance opportunities. Studies include the purposes of dance, dance genres and styles, artistic conflicts and resolutions, innovations, social issues, technological applications, and significant contributors. Students learn to assess personal health and fitness, develop and achieve personal dance goals, and integrate knowledge and skills with a variety of other content areas. Students will maintain a portfolio that contains written and/or visual examples of their work.

**Dance Specialization-Beginning-Dance Special Topics I**  
**Prerequisite:** None

Dance Specialization-Beginning-Dance Special Topics I is a basic framework of goals and objectives relating to dance as an art form. Opportunities for creating, performing, responding to, and understanding dance are emphasized. Students will maintain a portfolio that contains written and/or visual examples of their work.

**Dance Specialization-Intermediate-Dance Special Topics II**  
**Prerequisite:** Dance Specialization-Beginning-Dance Special Topics I or Portfolio/Audition

Dance Specialization-Intermediate-Dance Special Topics II is a sequential course designed to build upon the knowledge and skills gained in Dance Specialization-Beginning-Dance Special Topics I. Opportunities to further investigate, develop, express, and assess creating, performing, responding to, and understanding dance are encouraged. Students will maintain a portfolio that contains written and/or visual examples of their work.

**Theatre Arts-Beginning**  
**Prerequisite:** None

In this introductory course, students will participate in creative drama activities while becoming familiar with theatrical literature in order to interpret it for performance and to understand how it reflects life and the human condition. Theatre Arts-Beginning includes learning the essential processes, elements and skills involved in the writing of theater literature, acting and directing in the theater, and designing and producing theater. Public performances will be required.

**Theatre Arts-Intermediate**  
**Prerequisite:** Theatre Arts-Beginning or Portfolio/Audition

This course is a continuation of Theatre Arts-Beginning for the student who wishes to pursue theater arts and includes more advanced study in the writing, acting, directing, designing, producing, researching, analyzing, and critiquing of theater developed by students as well as that generated throughout history and in different countries. There is greater emphasis
on learning theater vocabulary and applying learned knowledge, processes and skills in order to create and/or do theater. Public performances will be required.

Honors Theatre Arts-Proficient
Prerequisite: Theatre Arts-Intermediate or Portfolio/Audition, OR Theatre Arts-Beginning and Theater Arts Specialization-Beginning-Technical Theatre and Portfolio/Audition
Honors Theatre Arts-Proficient consists of advanced more individualized work with in-depth research, analysis, application, and production. Students will write theater scripts, demonstrate artistic acting ability, safely construct and efficiently operate technical aspects of theater, film, television, or electronic media productions, direct and interpret dramatic texts, research cultural and historical information, and compare and integrate art forms. Public performances will be required.

Honors Theatre Arts-Advanced
Prerequisite: Honors Theatre Arts-Proficient or Portfolio/Audition
Honors Theatre Arts-Advanced will consist of individual, advanced work with in-depth research, analysis, application, and production. Students will write scripts in a variety of forms that include original characters with unique dialogue; act by developing, communicating and sustaining characters in informal or formal productions; design and produce informal or formal productions; and direct by interpreting dramatic texts and organizing and conducting rehearsals. Public performances will be required.

Theater Arts Specialization-Beginning-Technical Theatre I
Prerequisite: Theatre Arts-Beginning or Theater Arts-Intermediate
Theater Arts Specialization-Beginning-Technical Theatre I focuses on the knowledge and skills in the technical elements of play production. Students will learn about theater organization, management, and operation and display stage craft knowledge and skills. Emphasis will be placed on scenic design, lighting and lighting design, and sound. There will be an in-depth study of safety factors and OSHA requirements.

Theater Arts Specialization-Intermediate-Acting
Prerequisite: Theater Arts Specialization-Beginning or Theater Arts-Intermediate
Theater Arts Specialization-Intermediate-Acting is for the serious theater arts student who wishes to pursue further study in acting and includes the study of the theories, techniques, processes and research related to theatrical performance. The emphasis is on the student practicing and refining their abilities to act on stage while developing their own personal method for acting. Public performances will be required.

Visual Arts-Beginning
Prerequisite: None
Visual Arts-Beginning focuses on the fundamentals of art processes. Experimentation is encouraged, and students explore a variety of visual arts media. Visual Arts-Beginning develops an understanding of the basic elements of art, design principles, the role personal perception and observation play in art, the role creativity plays in art, and the role evaluation/critique plays in art. Students develop skills using the basic elements of art through a variety of mediums.

Visual Arts-Intermediate
Prerequisites: Visual Arts-Beginning or Portfolio
Visual Arts-Intermediate is designed for those students who are considering concentrating on visual arts and builds on the fundamentals learned in Visual Arts-Beginning. Art activities are tailored to individual ability. Research and art history assignments are included and relate to studio activities. A strong emphasis is placed on portfolio development.

Honors Visual Arts-Proficient
Prerequisites: Visual Arts-Intermediate or Portfolio
Honors Visual Arts-Proficient is designed for students who have a serious interest in art or desire to compile a portfolio. Research and art history are standard components of the course and will be related to studio activities. Students have a greater concentration in selected media designed to meet specific needs and individual abilities. Each student and the art teacher share responsibility for art opportunities.

Honors Visual Arts-Advanced
Prerequisite: Honors Visual Arts-Proficient or Portfolio
Visual Arts (Advanced) is an advanced level course that gives serious art students the opportunity to concentrate on developing their individual styles while working in the media of their choice.
Advanced Placement Studio Art: 2D Design

**Prerequisite:** Advanced or Portfolio

This course is designed for highly motivated students who are required to take the AP exam that will consist of a portfolio. Students will create 2D designs and artwork that show an understanding of the elements of art and principles of design. A wide range of media is possible: drawing and painting, printmaking, computer graphics, photography, collage, fabric design and mixed media. Students are encouraged to concentrate in an area of individual interest.

Advanced Placement Studio Art: 3D Design

**Prerequisite:** Advanced or Portfolio

This course is for serious students who are particularly interested in the study of three-dimensional designs including: sculpture, ceramics, architectural and creative designs and assemblages using various media. Students are required to take the AP Art Exam, consisting primarily of a portfolio.

Visual Arts Specialization-Beginning-Sculpture/Ceramics I

**Prerequisite:** Visual Arts-Intermediate and/or teacher recommendation

Sculpture and ceramics is a course designed to give students the opportunity to focus knowledge and abilities into three-dimensional art. Students will develop their understanding and technical skills in three-dimensional design through the medium of clay and other sculptural materials. Various types of construction and finishing techniques are explored as the students create functional and non-functional clay pottery as well as representational and non-representational sculpture. Emphasis will be placed on technique, originality, craftsmanship, planning and ability to organize three-dimensional compositions.

Visual Arts Specialization-Beginning-Fine Crafts I

**Prerequisites:** Visual Arts-Beginning or Portfolio

These courses are designed for students who have successfully completed Visual Arts (Beginning) Portfolio. Students will explore various crafts such as jewelry making, paper crafts, sculpture, printmaking, and furniture painting.

Visual Arts Specialization-Beginning-Photography I

**Prerequisite:** None

Visual Arts Specialization-Beginning-Photography I is an introduction to the camera and the darkroom. Students will learn the types, parts and functions of the 35mm camera. Students will also study lighting techniques and design theory. Photography history will be explored. Students will learn black and white film development. An introduction to the darkroom and basic printing of black and white prints will also be covered. Students are required to provide a 35mm camera, black and white film, color film and one hour processing fees for the color film.

Visual Arts Specialization-Intermediate-Photography II   (10-12)

**Prerequisite:** Visual Arts Specialization-Beginning-Photography I or Portfolio

Students will continue to develop the skills learned in Visual Arts Specialization-Beginning-Photography I, with an exploration of alternative processes in the darkroom. Filters will be introduced. This course begins to focus more on the artistic side of photography. Students will complete a master study where they try to create the same style of photographs as a famous photographer that they admire. Students will have the opportunity to explore different types of cameras. Some of the types are the Holga, the 4 or 9-frame and the Fisheye. Digital exploration will begin in this course. Students will still be responsible for providing a 35mm camera, film, and some processing fees outside of class. A digital camera is optional

Honors Visual Arts Specialization-Proficient-Photography III   (10-12)

**Prerequisite:** Visual Arts Specialization-Intermediate-Photography II or portfolio

Honors Visual Arts Specialization-Proficient-Photography III is an advanced level course that gives the serious photography student the opportunity to concentrate on developing their individual styles as artists while working on projects of their choice with guidance from the teacher. Digital photography will be a main focus for half of the semester. Digital editing and finishing is introduced. Students will broaden their knowledge of discussing photographs on an artistic level. Exploration of alternative processes can be continued by student choice. Students will begin to work on their portfolios as well as complete a photography exhibit at the end of the course.

Honors Visual Arts Specialization-Advanced-Photography IV   (11-12)

**Prerequisite:** Honors Visual Arts Specialization-Proficient-Photography III or Portfolio

Honors Visual Arts Specialization-Advanced-Photography IV is individualized for each student taking the course. The focus is on completing the portfolio of work that was started in Honors Visual Arts Specialization-Proficient-Photography III and the career aspect of photography. Digital and/or darkroom skills will be refined and mastered. Students will display...
their work for viewing at the end of the course. They will learn what it takes to display their work to be sold and/or presented to possible schools and future clients.

**Visual Arts Specialization-Beginning-Film Production (11-12)** 1 unit

**Prerequisite:** None

Film production is an advanced course designed to introduce the students to the technical and creative aspects of film production. The course will include a history of filmmaking, basic equipment operation, production techniques including visual design and drama applications, the technique of video editing, and the dramatic use of sound. The use of computers and multimedia technology will also be explored.

**Band-Beginning** 1 unit

**Prerequisite:** None

The content of this entry level course focuses on development of concepts, knowledge and skills in music reading, improvisation, rhythm, intervals, musical terms, harmonic principles, intonation, tone production, breath control, articulation, analysis, historical relationships, evaluation of music and music performances, and relation of musical understandings to other areas of the curriculum.

**Band-Intermediate** 1 unit

**Prerequisite:** Band-Beginning or Portfolio/Audition

This course further develops the musical concepts, knowledge, and skills learned in beginning band or 6-8 band. Students will also perform more advanced musical literature. Students must place into this level of band by performing at an appropriate level of musical understanding and technique as determined by the band director. Public performances are required.

**Honors Band-Proficient** 1 unit

**Prerequisite:** Band-Intermediate or Portfolio/Audition

Students in this course will develop their ability to perform music with increased technical accuracy and expression. Students will perform more advanced literature representing diverse genres, styles, and cultures. Students will deepen their knowledge of all areas of music including music history and theory. Students must place into this level of band by performing at an appropriate level of musical understanding and technique as determined by the band director. Public performances are required.

**Honors Band-Advanced** 1 unit

**Prerequisite:** Honors Band-Proficient or Portfolio/Audition

Students in this course will develop their ability to perform music with advanced technical accuracy and expression. Students will perform musical literature at advanced levels representing diverse genres, styles, and cultures. Students will develop a broad knowledge of all areas of music including music history and theory. Students must place into this level of band by performing at an advanced level of musical understanding and technique as determined by the band director. Public performances are required.

**Orchestra-Beginning** 1 unit

**Prerequisite:** None

This is an entry-level course. The content focuses on developing skills in the areas of rhythm, ear training, performance, form and analysis, and music reading. Knowledge is gained in the historic and stylistic understanding of the music being studied. Knowledge is gained regarding musical symbols, terminology, and other indications on the printed score. Experience in ensemble playing is a feature of this course. Public performances are required.

**Orchestra-Intermediate** 1 unit

**Prerequisite:** Orchestra-Beginning or Portfolio/ Audition

This course further develops the musical concepts, knowledge, and skills learned in Beginning Orchestra. Students will also perform more advanced musical literature. Students must place into this level of orchestra by performing at an appropriate level of musical understanding and techniques as determined by the band director. Experience in ensemble playing is a feature of this course. Public performances are required.

**Honors Orchestra-Proficient** 1 unit

**Prerequisite:** Orchestra-Intermediate or Portfolio/Audition

Students in this class will develop their ability to perform music with increased technical accuracy and expression. Students will perform more advanced literature representing diverse genres, styles, and cultures. Students will deepen their knowledge of all areas of music including music history and theory. Students must place into this level of orchestra by performing at an appropriate level of musical understanding and technique as determined by the band director. Advanced ensemble playing is a feature of this course. Public performances are required.
Honors Orchestra-Advanced  
Prerequisite: Honors Orchestra-Proficient or Portfolio/Audition
Students in this course will develop their ability to perform music with advanced technical accuracy and expression. Students will perform musical literature at advanced levels representing diverse genres, styles, and cultures. Students will develop a broad knowledge of all areas of music including music history and theory. Students must place into this level of orchestra by performing at an appropriate level of musical understanding and technique as determined by the band director. Advanced ensemble playing is a feature of this course. Public performances are required.

Music Specialization-Beginning-Symphonic Orchestra I  
Prerequisite: None
This course includes the analysis and study of music history, appropriate musical vocabulary and symbols, and an appreciation of and an understanding of music in relation to styles of music, music periods, composers, and various cultures. Students will exhibit an understanding of and proficiency in performance, conducting, listening, analyzing, and evaluating music. Students may demonstrate their knowledge through written reports, musical compositions, and the use of current technology. Students must place into this course by performing at the appropriate level as determined by the band director. Students will perform music in concerts, competitions, and festivals.

Music Specialization-Intermediate-Symphonic Orchestra II  
Prerequisite: Music Specialization-Beginning-Symphonic Orchestra I or Portfolio/Audition
This course builds on the knowledge and skills acquired in Music Specialization-Beginning-Symphonic Orchestra I. Students will perform more advanced musical literature. Students must place into this course by performing at an appropriate level of musical understanding and technique as determined by the band director. Students may demonstrate their knowledge through written reports, musical compositions, and the use of current technology. Students will perform music in a variety of ensembles or as a soloist at concerts, competitions, and festivals.

Color Guard--Beginning  
Prerequisite: Audition
The content of this entry level course focuses on development of concepts, knowledge, skills, and techniques in color guard. Students will perform basic choreography with focus on dance and flag. Students must audition to be in this class. This is a co-curricular course; after-school rehearsals and public performances are required.

Honors Color Guard--Proficient  
Prerequisite: Audition
Students in this course will develop their ability to perform color guard with increased technical accuracy and expression. Students will perform more advanced choreography in a variety of styles. Students will deepen their knowledge of all areas of color guard equipment, including flag, rifle, and sabre. Students must place into this level of color guard by performing at an appropriate level of understanding and technique as determined by the band director. This is a co-curricular course; after-school rehearsals and public performances are required.

Winter Guard--Beginning  
Prerequisite: Audition
The content of this entry level course focuses on development of concepts, knowledge, skills, and techniques in color guard. Students will perform basic choreography with a focus on dance and flag. Students must audition to be in this class. This is a co-curricular course; after-school rehearsals and public performances are required.

Honors Winter Guard--Proficient  
Prerequisite: Audition
Students in this course will develop their ability to perform color guard with increased technical accuracy and expression. Students will perform more advanced choreography in a variety of styles. Students will deepen their knowledge of all areas of color guard equipment, including flag, rifle, and sabre. Students must place into this level of color guard by performing at an appropriate level of understanding and technique as determined by the band director. This is a co-curricular course; after-school rehearsals and public performances are required.
The AVID course descriptions located in this section are only for those students at Smithfield-Selma Senior High School in the AVID program. For more information about the AVID program and application process, please read the section on the AVID program on page 10.

AVID I
Prerequisite: None
This is a beginning-level course which, when combined with AVID II, III and IV, will provide support and skill development in areas specifically aligned for success in rigorous courses. The AVID curriculum focuses on five core areas: Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). The ninth grade AVID course is the first step of a four-year college preparatory program where students begin developing strong foundational skills in note-taking, time management, goal-setting, and organizational tools. Team-building, leadership development, and college and career research are also emphasized. Students must apply and be accepted into the AVID program in order to participate. Application process consists of online application, teacher recommendations, and interview.

AVID II
Prerequisite: AVID I (recommended, but not required)
This AVID course is designed to prepare students for success in post-secondary education. The tenth-grade AVID II course continues to emphasize the areas of WICOR while building upon students’ foundational note-taking and organizational skills. Students will expand on their college and career research by visiting different college campuses and participating in a student-led college fair. In AVID II, students complete a collaborative service project while also working on developing a greater sense of self-awareness and self-advocacy. Students must apply and be accepted into the AVID program in order to participate. Application process consists of online application, teacher recommendations, and interview.

Honors AVID III
Prerequisite: AVID II (recommended, but not required)
This AVID course is designed to prepare students for success in post-secondary education. The eleventh-grade Honors AVID III course continues to emphasize the areas of WICOR while refining students’ basic AVID skills. Students begin an advanced study that explores the theme “Leaders as Catalysts for Change” while also developing essential research, reading, and writing skills needed for success in rigorous, college-level courses. Preparation for the SAT/ACT, scholarship research, and planning for the college application process is emphasized in this course. By the end of the course, students have a short list of colleges they plan to apply to as seniors, a completed resume, drafts of college admission essays, and their first SAT and ACT score reports. Students must apply and be accepted into the AVID program in order to participate. Application process consists of online application, teacher recommendations, and interview.

Honors AVID IV
Prerequisite: AVID III
This AVID course is designed to prepare students for success in post-secondary education. The twelfth-grade Honors AVID IV course continues to emphasize the areas of WICOR while helping students become completely independent in their use of basic AVID note-taking and organizational skills. Students will complete the next stage of the leader study they began in Honors AVID III, giving them another opportunity to refine their research, reading, and writing skills. Students will also have another opportunity to improve their SAT and ACT scores prior to applying to college. In the fall semester of the course, students will receive guidance and support as they navigate the college application process, including the submission of the FAFSA. Students will also begin to address issues related to successfully transitioning to college. Students may not apply as first-time AVID students in this senior-level course.
The IB course descriptions located in this section are only for those students at Smithfield-Selma High School in the International Baccalaureate Diploma Programme or for students interested in an IB Certificate. For more information about the IB Diploma program and application process, please read the section on International Baccalaureate (IB) Programme on page 10. Unless otherwise noted, IB courses are a two-year commitment, spanning junior and senior year, and are worth two units of credit. These courses replace junior and senior graduation requirements as noted in the description.

Courses can be taken at the standard level (SL) or higher level (HL) unless noted as “SL only”. Both levels carry the same grade point weight. SL and HL courses consist of the same educational aims, core syllabus and curriculum and assessment models. However, HL courses also include a range of additional elements designed to allow students to explore areas of interest within the subject in more depth. The assessment criteria are equally demanding for both levels. The IB Coordinator, IB Course teacher, and student will determine the appropriate level (SL or HL) for each student in each course.

**IB Language A: English Literature**

**Prerequisite:** Honors English II

This two-year course promotes an appreciation of literature and a knowledge of the student’s own culture along with that of other societies; develops the student’s powers of expression, both in oral and written communication; emphasizes the skills involved in writing and speaking in a variety of styles and situations; and offers the student the opportunity to read 11-15 works grouped by genres each year. Works are chosen from a broad list of prescribed authors and works representing different literary periods, genres and regions in the target language, as well as literature in translation. Course meets the English III and English IV requirement.

**IB Spanish Ab Initio (SL Only)**

**Prerequisite:** Spanish I recommended

This two-year beginning foreign language course is for students with little or no previous experience in Spanish and provides an opportunity for students to learn a foreign language for the first time. Course concentrates on the acquisition of language necessary for practical communication in a variety of everyday situations; develops the four primary skills of listening, speaking, reading and writing; enables students to acquire a basic awareness of the culture(s) related to the language through the study of a core-syllabus and a language-specific syllabus. This course meets the foreign language requirement. This course is assigned standard level weight.

**IB Spanish Language B**

**Prerequisite:** Honors Spanish III

This two-year foreign language course is for students with substantial previous experience in learning Spanish; promotes an awareness, and sensitivity to, the culture(s) related to Spanish; prepares students to use Spanish appropriately in a range of situations and contexts and for a variety of purposes; focuses on language acquisition and development in the four primary language skills: listening, speaking, reading and writing; language skills are developed through the study and use of a range of written and spoken material, which extends from everyday oral exchanges to literary texts related to the culture(s) concerned.

**IB History of the Americas**

This two-year history course promotes the acquisition and understanding of historical knowledge in breadth and in depth, and across different cultures; encourages an appreciation and understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations; develops in students an international awareness and understanding by promoting the achievement of, empathy with, and understanding of people living in diverse places and at different times; promotes a better understanding of the present through an understanding of the past; an appreciation of the historical dimension of the human condition; develops in students an ability to use and communicate historical knowledge and understanding; and a lasting interest in history. Students will study The Cold War and History of the Americas during their junior year and History of the Twentieth Century during their senior year. Course meets the American History I and American History II requirement.

**IB Biology**

**Prerequisite:** Honors Chemistry and Honors Biology

The two-year course will provide students with higher-order investigative experiences and activities to promote a deeper understanding of critical concepts in Biology. Such concepts will include basic biochemistry, cell structure and function, genetic patterns of inheritance, plant form and function, evolution, ecology, animal physiology and the international
nature of science. Course will emphasize the development of inquiry skills and higher order thinking via experiential learning in both a classroom and laboratory settings. Students will be required to demonstrate knowledge in experimental methodology, data collection, and the interpretation of experimental data. Course meets the fourth science requirement for an honors diploma.

**IB Chemistry**

Prerequisite: Honors Chemistry and Honors Biology

This two-year course is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Students study Stoichiometry, Atomic theory, Periodicity, Bonding, States of matter, Energetics, Kinetics, Equilibrium, Acids and bases, Oxidation and reduction, Organic chemistry. Course will emphasize the development of inquiry skills and higher order thinking via experiential learning in both a classroom and laboratory settings. Students will be required to demonstrate knowledge in experimental methodology, data collection, and the interpretation of experimental data. Course meets the fourth science requirement for an honors diploma.

**IB Physics**

Prerequisite: Honors Chemistry and Honors Biology

This two-year course in Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

**IB Mathematical Studies (SL Only, Last Offered 2019-2020)**

Prerequisite: NC Math 3

This two-year course concentrates on mathematics that can be applied to contexts related to other subjects being studied, to common real-world occurrences and to topics that relate to home, work and leisure situations. The students most likely to select this course are those whose main interests lie outside the field of mathematics, and for many students this course will be their final experience of being taught formal mathematics. The course includes project work: students must produce a project, a piece of written work based on personal research, guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical investigation in the context of another course being studied, a hobby or interest of their choice using skills learned before and during the course. This process allows students to ask their own questions about mathematics and to take responsibility for a part of their own course of studies in mathematics. Course meets the fourth math requirement.

**IB Mathematics (Last Offered Fall 2019-2020)**

Prerequisite: Honors Precalculus

This two-year course provides students who will continue to study mathematics at university with a background of mathematical thought and a reasonable level of technical ability. Before entering the course, students should have a good understanding of arithmetic, algebra, geometry, trigonometry, and statistics. All students (SL or HL) must study seven core topics: Algebra, Functions and equations, Circular functions in trigonometry, Matrices, Vectors, Statistics and probability, and Calculus. Course meets the fourth math requirement.

**IB Mathematics Applications and Interpretation (SL Only, First Offered 2019-2020)**

Prerequisite: NC Math 3

This two-year course will be offered for students who are interested in developing their mathematics for describing our world, modelling and solving practical problems using the power of technology. Students who take Mathematics: Applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

**IB Mathematics Analysis and Approaches (First Offered 2019-2020)**

Prerequisite: Honors Precalculus

This two-year course will be offered at both SL and HL. It is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking.
They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalization.

**IB Psychology**
2 units

This two-year course for students aims to develop an awareness of how research findings can be applied to better understand human behaviour and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behaviour and explore alternative explanations of behaviour. They also understand and use diverse methods of psychological inquiry.

**IB Visual Arts**
2 units

This two-year course provides juniors and seniors with the opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art; exemplifies and encourages an inquiring and integrated approach towards visual arts in their various historical and contemporary forms; promotes visual and contextual knowledge of art from various cultures; enables students to learn about themselves and others through individual and, where appropriate, collaborative engagement with the visual arts. Course includes an introduction to art concepts, criticism and analysis; acquisition of studio technical and media skills; relation of art to sociocultural and historical contexts.

**IB Theory of Knowledge (TOK)**
1 unit

This junior course is unique to the IBO and is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The 100-hour course challenges students to question the bases of knowledge, to see the consilience between the academic disciplines, to be aware of subjective and ideological biases, to develop the ability to analyze evidence that is expressed in rational argument. It is a key element in encouraging the appreciation of other cultural perspectives.

### Peer Facilitator’s Program

*Note: the following courses count as elective credit.*

The peer facilitators’ program provides high school students the opportunity to make significant contributions to their community and school by serving as positive role models and facilitators in a variety of settings. Facilitators undergo extensive training in communication and leadership skills and explore in-depth topics pertinent to the particular activities. Students will have many opportunities to use decision-making, problem-solving, critical thinking, organization, application and synthesis skills.

**Peer Helpers I (11-12)**
1 unit

Prerequisite: application accompanied by two letters of recommendation from teachers, an interview, a 2.0 GPA, and an interest in teaching, guiding, or contributing to the well-being of others are required.

Students in Peer Helpers I will serve as positive role models for identified elementary students while leading and participating in elementary classroom activities. Topics addressed will include self-esteem, communication skills, peacemaking, classroom management, and child development. Classroom time will be divided between the elementary and high school campuses. Classes at the high school will be spent developing communication and teaching skills while exploring topics such as child development, confidentiality, and curriculum for elementary students. Time at the elementary school will be spent leading activities and interacting with the elementary students.

**Peer Tutoring I (11-12)**
1 unit

Prerequisite: admission is based upon an application, interview, teacher recommendation, and 2.5 GPA.

Students in peer tutoring will receive training in teaching techniques. They will be assigned to or be chosen by a classroom teacher based on interest in a subject area and above average achievement in that subject. Peer tutors will assist in remedial work and competency skills. Students interested in this class must be objective, agree to abide by rules of confidentiality, and have an interest in helping others.

**Peer Tutoring II (11-12)**
1 unit

Prerequisite: Peer Tutoring I and teacher recommendation.

This course continues skills learned in Peer Tutoring I.
Ethics and Leadership (11-12)  
Prerequisite: None  
Students will examine ethics and character as it pertains to their daily lives and decision-making. The principles studied will be based on the Johnston County character education standards. Emphasis will be placed on learning leadership skills and offering students the opportunities to put these skills to work. The course includes other topics and activities such as theories of leadership, debate, problem solving, speech making, forensics, committee work, inter- and intrapersonal management, and citizenship development. Community service will be required. This course is strongly recommended for student government officers and officers of other student organizations; however, membership in the class is not limited to these groups.

Honors Ethics and Leadership (11-12)  
Prerequisite: None  
This course covers material similar in content to the description for the standard level course, though at greater depth and breadth. This course is strongly recommended for student government officers and officers of other student organizations; however, membership in the class is not limited to these groups.

Mass Media (10-12)  
Prerequisite: None  
Mass media offers an intensive study of the genres of film, newspaper, television and radio. Students will study production techniques, biases, censorship, copyright laws, historical development, and performance techniques in each genre. Students will discuss and research the effects and influences of these media on culture and communication. Emphasis will be placed on learning the basic techniques of filming, broadcast production, and theatrical filming. Students will gain experience using cameras and editing programs. The class will be responsible for taping videos for school-wide use as well as other special projects. Students will produce the morning announcements.

Multimedia Technology (10-12)  
Prerequisite: None  
The purpose of Multimedia Technology is to introduce students to the technical aspects of the many types of media. Focusing on video production, the class will also be introduced to the World Wide Web, and radio broadcasting. Topics to be covered include the history of media, equipment design principles, basic equipment operations, production techniques, web page design, and ethics of media.

SAT Preparation (10-12)  
Prerequisite: None  
SAT Preparation will prepare students for the SAT in both the verbal and mathematics areas. An orientation to the test will be provided as well as test taking tactics. Students will be given a diagnostic test in both the verbal and mathematics areas to identify weakness. Extensive drill in the weak areas will be implemented. It is recommended that students complete Geometry before taking this course. All students planning to take the SAT should register with the counseling department at each high school.

Library Science I (10-12)  
Prerequisite: admission based on application and teacher recommendation  
This course gives students an opportunity to learn about librarianship, research, technology, and assisting media center patrons. Students study units on library organization, use of information sources in a variety of formats, ethical issues in librarianship, and the societal impact of information technology. This course is recommended to students who enjoy reading, performing media center duties, and interacting with students and staff.

Library Science II (11-12)  
Prerequisite: Library Science I. Admission based on application and teacher recommendation  
The skills developed in Library Science I are expanded in Library Science II. In this course, students will learn about librarianship, research, technology, and assisting media center patrons. Students study units on the history and services of the Library of Congress, use of information sources in a variety of formats, and the societal impact of libraries and information technology.
Honors Teacher Cadet I (11-12)  1 unit
Prerequisite: None
The NC Teacher Cadet Program is an innovative activity-based curriculum for high school juniors and seniors. The course is designed to promote a better understanding and create interest in those students who are considering teaching as a profession. The program details many components of the education environment and involves students in content, application, observations and teaching. Students learn through research, reading current articles and books, attend seminars, create visual projects, and videos. Students will plan, teach and grade students in the elementary and middle school classrooms. Students need to apply for the class.

Honors Teacher Cadet II (11-12)  1 unit
Prerequisite: Teacher Cadet I and teacher recommendation
This course is a continuation of Teacher Cadet I.

College and Career Preparation (9-12)  1 unit
Prerequisite: None
The four components of College and Career Preparation are study skills, test-taking skills, career development and exploration, and social development/interpersonal skills. Students will learn and practice, through materials taken from academic subjects, skills that they will apply in other classes. These skills include note taking, outlining, using reference materials, developing vocabulary, identifying types of analogies, and distinguishing fact from opinion. Students will take assessments to discover their personal learning styles and career interests. Students will also practice writing resumes and conducting interviews as they learn about different careers. Dramatization will be used to learn team building skills, conflict resolution skills, and leadership skills.

Clayton High School, Smithfield-Selma High School

Naval Science

The Naval Science Curriculum will include eight major academic areas over a period of four years. This curriculum is designed for two areas to be emphasized each year a student is in a Naval Science. These introductory courses are designed to prepare the high school student for a responsible leadership role while making him/her aware of his/her rights, responsibilities, and privileges as an American citizen. Topics covered include: verbal communication, leadership, physical fitness, drill and ceremonies, first aid, and Health issues, map reading, marksmanship, and safety. While there are some advantages, there is no obligation to join the Armed Forces as a result of taking Naval Science.

The naval junior ROTC program provides a balance of time between classroom study, military activities, Physical fitness, and orientation trips. NJROTC units may sponsor teams that compete with other units in military drill contests, color guard performance, marksmanship, physical skill competition, and academic performance. While there are some advantages, there is no obligation to join the armed forces as a result of taking Naval Science.

Naval Science I  1 unit
Prerequisite: None
Students will learn how to wear a uniform, how to take care of their uniforms, and the proper rates, ranks, and ribbons. Military drill is explained as well as military formations and activities. An understanding of military customs and courtesies is part of this unit. The fundamental requirements and defining of citizenship in a democracy will be discussed. The relationship between the military services and our democratic form of government will be explained. The characteristics of the various forms of government that have prevailed in the 20th century in various parts of the world will be described and compared with our democratic form of government. An introduction to the basic principles and theories of leadership will begin to prepare students for increased responsibility in the NJROTC unit.

Naval Science II  1 unit
Prerequisite: Naval Science I
A study of maritime history with special emphasis on the role of the US Navy will form the basis of understanding the meaning of sea power. The history of the US Navy and the role it has played in building our nation is fundamental in year two studies. Maritime geography and the importance of sea-lanes and waterways to transportation, commerce and trade will be presented. The sciences of oceanography, metrology, and astronomy are also important areas of study. The final area of scientific study will include the physics of flight, the basics of electricity, principles of buoyancy, the transmission of sound, and an overview of the electromagnetic wave.
Naval Science III  
Prerequisite: Naval Science II  
In year three, studies of the ability of a coastal nation to use the oceans for trade, commerce, science, industry, and national defense will be integral. The history of the US in world affairs since 1783 will be discussed as well as the national security planning process. The role of the Merchant Marine and the Coast Guard in maritime defense will be presented. The role of naval operations, communications, intelligence, logistics, and research/development will be defined. The basic principles of military law as compared with civilian law, and international law and treaties will be emphasized. The final area of study will be about life aboard the ship. Shipboard organization, the role of officers, watch standing, meals, sleeping quarters, and other aspects of shipboard life will be explained.

Honors Naval Science III  
Prerequisite: Naval Science II  
This course is designed to further develop the understanding and importance of Sea Power and National Security, Naval Operations and Support Functions, Military Law and International Law, Advanced Drill Training and Physical Training. The Honors Naval Science III curriculum consists of instruction and practical application in Leadership, International Law, National Security, Ship Board Organization and Watch Standing, Seamanship (to include deck, equipment and small boat), Maine Navigation, Rules of the Road and Maneuvering Board, Naval Weapons and Aircraft, Drill, and Physical Fitness. The curriculum includes the study of a variety of leadership styles in a case study format. These studies focus on biographies of military, political, business, and industrial leaders that will challenge the students to analyze their own endeavors. Case studies of battles and business are also included. Students are required to complete numerous independent readings; two books and two papers are required during the semester. This course is presented in an open discussion format.

Naval Science IV  
Prerequisite: Naval Science III  
Students will learn the basic principles of leadership and a special emphasis will be placed on the ethics and morals involved in leadership situations. Case studies of actual situations involving leadership decisions about right and wrong will be used to aid the students’ understanding of the role of the leader. The practical portion of the leadership course is the opportunity for senior cadets to serve in positions of authority in the unit. They are expected to plan, influence, and direct the efforts of the unit members in accomplishing a mission.

Honors Naval Science IV  
Prerequisite: Naval Science III  
The course applies leadership using the NJROTC organization as a basis for advanced writing assignments, outside readings, and leadership projects are all requirements of this course. This course is specifically designed to assist senior cadets who are assigned leadership positions to better understand leadership and management through application in the context of the NJROTC unit. In their positions of leadership these students learn to analyze and determine the factors contributing to the varying degrees of success in unit projects. A variety of leadership and communications readings and historical articles are introduced to study leadership styles, personalities, and institutions. Cadets do extensive outside readings, prepare papers, and present oral presentations to the class. This course specifically helps enhance the training of the unit leaders and provides a decision-making forum for the cadets.

Honors Leadership, Drill, and Ceremonies  
Prerequisite: Naval Science I, Advanced Naval Science I, at least two semesters of successful drill team experience and the teacher’s recommendation  
This course includes advanced leadership training, advanced level drill and ceremonies topics. Students will serve in leadership billets in the class and will assist with the drill and ceremonies instruction. Emphasis will be focused on developing senior enlisted, junior officer and senior officer leadership skills. Topics of instruction include leadership models, biographies, and the motivational dynamics of leadership taught through seminars and case studies. There will be required reading and writing assignments in leadership focusing on the military and business models. This course will also focus on the applied aspects of drill and physical fitness. Cadets will be required to function in leadership billets.

Advanced NJROTC Studies 1  
Prerequisite: Naval Science I  
1 unit

Advanced NJROTC Studies 2  
Prerequisite: Naval Science II  
1 unit

Advanced NJROTC Studies 3  
Prerequisite: Naval Science III  
1 unit

Advanced NJROTC Studies 4  
Prerequisite: Naval Science IV  
1 unit
The purpose of the Advanced NJROTC Studies (ANS) Program is to augment, improve, and reinforce students’ knowledge and abilities gained after undertaking a corresponding core NJROTC Naval Science class. As a prerequisite-based and elective follow-up class, the ANS is designed to reinforce knowledge and techniques previously learned, providing a deeper study, appreciation, experience and application in the full range of topics provided in the core NJROTC program. These classes are normally offered in the spring semester only.

Aerospace Science

North Johnston High School, South Johnston High School

Aerospace Science 100 (9-12) 1 unit
Prerequisite: None
This science course includes the latest information available in space science and space exploration. It includes a study of the space environment from the earliest days of interest in astronomy to modern astronomy. There is an-depth study of solar system. Issues critical to travel in the upper atmosphere are included. The three course components are: Aerospace Science (AS), Leadership Education (LE), and Wellness/Physical Fitness (PT). LE introduces the student to the Air Force Junior Reserve Officer Training Corps (AFJROTC) program while instilling elements of good citizenship. The goals are to develop informed citizens, strengthen and develop character and study habits, and practice time management. Wear of the Air Force uniform and Air Force customs, courtesies, and drill skills are introduced. Additionally, cadets will be taught the fundamentals of Drill and Ceremonies. Most of the work is hands-on. The Wellness/Physical Training portion (PT) is an exercise program focused upon individual baseline improvements with the goal of achieving a Presidential Physical Fitness standard calculated using age and gender. Cadets will be given the opportunity to put into practice the wellness concepts that are taught in LE. Students will wear the AFJROTC and PT uniforms WEEKLY. Cadets must successfully complete AS 100 and receive a recommendation to continue from the AFJROTC instructors prior to enrollment in the following Aerospace Science Courses.

Aerospace Science 201-Global Studies 1 (9-12) 1 unit
Prerequisite: Aerospace Science 100
Cadets will continue to practice and sharpen the skills introduced in AS 100. AS 201-Global Studies 1 will help students understand the history, geography, religions, languages, cultures, political systems, economics, social issues, environmental concerns and human rights of the Middle East, Asia and Africa. Cadets will become familiar with wellness and fitness concepts as well as citizenship in the United States.

Aerospace Science 202-Global Studies 2 (9-12) 1 unit
Prerequisite: Aerospace Science 201-Global Studies 1
Cadets will continue to practice and sharpen the skills introduced in AS 100. AS 202-Global Studies 2 will help students understand the history, geography, religions, languages, cultures, political systems, economics, social issues, environmental concerns and human rights of the Russia and the Former Soviet Republics, Latin America and Europe. Cadets will be challenged to develop winning habit patterns that will carry them into adulthood and will study The Best of Drill series.

Aerospace Science 210-Science of Flight 1 (9-12) 1 unit
Prerequisite: Aerospace Science 100
Cadets will continue to practice and sharpen the skills introduced in AS 100. AS 210 cadets will explore the science of flight. Key concepts include the aerospace environment and human requirements for flight. Cadets will become familiarized with learning, communication and personal development as well as building personal awareness.

Aerospace Science 211-Science of Flight 2 (9-12) 1 unit
Prerequisite: Aerospace Science 100
Cadets will continue to practice and sharpen the skills introduced in AS 100. AS 211 cadets will learn about principals of aircraft flight and the principles of navigation. Cadets will learn how to understand groups and teams and will prepare for leadership roles.

Aerospace Science 300-Exploring Space 1 (9-12) 1 unit
Prerequisite: Aerospace Science 100
Cadets will continue to practice and sharpen the skills introduced in AS 100. The AS 300-Exploring Space 1 cadets will be introduced to space environment and the challenges of exploring space. Cadets will explore career opportunities, educational and career paths as well as develop a plan for personal finances and learn to manage their financial resources.
Aerospace Science 310-Exploring Space 2 (9-12)  1 unit
Prerequisite:  Aerospace Science 100
Cadets will continue to practice and sharpen the skills introduced in AS 100. The AS 310-Exploring Space 2 cadets will be introduced to unmanned spaceflight and space technology. Cadets will explore ways to apply to college, chart a course for college study, apply for jobs, prepare resumes and begin developing career skills.

Aerospace Science 400-Management of the Corps 1 (11-12)  1 unit
Prerequisite:  Aerospace Science 100
Cadets will continue to practice and sharpen the skills introduced in AS 100. AS 400 cadets will learn to manage the entire corps during this intensive course. This hands-on experience affords the cadets the opportunity to put theories of previous leadership courses into practice. Cadets will practice their communication, decision-making, personal-interaction, managerial and organizational skills.

Aerospace Science 401-Management of the Corps 2 (11-12)  1 unit
Prerequisite:  Aerospace Science 100
Cadets will continue to practice and sharpen the skills introduced in AS 100. AS 401 cadets will learn to manage the entire corps during this intensive course. This hands-on experience affords the cadets the opportunity to put theories of previous leadership courses into practice. Cadets will practice their communication, decision-making, personal-interaction, managerial, and organizational skills and apply Air Force standards, discipline and conduct.

Aerospace Science 410-Survival 1 (11-12)  1 unit
Prerequisite:  Aerospace Science 100
Cadets will continue to practice and sharpen the skills introduced in AS 100. AS 410 cadets will be introduced to the basic survival information found in Air Force Regulation 64-4 Survival Training. Cadets will learn the elements of surviving and know how medicine procedures, clothing, and shelter can provide personal protection for a survivor in a survival situation. Cadets will learn about the history and importance of management and learn the techniques and skills involved in planning and decision-making.

Aerospace Science 411-Survival 2 (11-12)  1 unit
Prerequisite:  Aerospace Science 100
Cadets will continue to practice and sharpen the skills introduced in AS 100. AS 411 cadets will be introduced to the basic survival information found in Air Force Regulation 64-4 Survival Training. Cadets will learn the importance of knowing the necessities for maintaining life in a survival situation and will know how to travel and prepare for recovery in a survival situation. Cadets will know the importance of managing change, stress and innovation and know the key elements of individual and group behavior, the importance of the communication process and the characteristics of a good leader.

Military Science

Cleveland High School, Corinth Holders High School, West Johnston High School

Military Science I  1 unit
Prerequisite:  None
These introductory courses are designed to prepare the High School student for a responsible leadership role while making him/her aware of his/her rights, responsibilities, and privileges as an American citizen. Topics covered include: the spirit of American citizenship and army JROTC, including techniques of verbal communication, leadership, physical fitness, drill and ceremonies, first aid, and health issues. Map reading, marksmanship, and safety will also be introduced. There is no obligation to join the armed forces as a result of taking military science.

Military Science II  1 unit
Prerequisite: completion of year one courses
These courses contain a more advanced level of study in major subject areas: leadership, techniques of communications, drill and ceremonies, first aid/hygiene, drug abuse prevention, map reading, career opportunities, American military history, role of the US Armed Forces, physical fitness, citizenship, and technology awareness.

Military Science III  1 unit
Prerequisite: completion of year two courses
Continuing the development of the cadet that advanced leadership training and management techniques is the focus of these courses. Subjects include expansion of discussions and practical exercises on different types of organizational staffs and
their functions, military service opportunities, ROTC scholarships, techniques of communication (oral and written), first aid/hygiene, map reading, land navigation, citizenship, and technology awareness.

**Military Science IV**
**Prerequisite:** completion of year three courses
These courses expand on the psychology of leadership, moral aspects of development and training, group relations and behavior, management of resources, and practical exercises in problem solving.

**Advanced AJROTC Studies I**
**Prerequisite:** Military Science I

**Advanced AJROTC Studies II**
**Prerequisite:** Military Science II

**Advanced AJROTC Studies III**
**Prerequisite:** Military Science III

**Advanced AJROTC Studies IV**
**Prerequisite:** Military Science IV
The purpose of the Advance AJROTC studies program is to augment, improve, and reinforce students’ knowledge and abilities gained after undertaking a corresponding core AJROTC military Science class. As a prerequisite-based and elective follow-up class, the program is designed to reinforce knowledge and techniques previously learned, providing a deeper study, appreciation, experience and application in the full range of topics provided in the core AJROTC program. These classes are normally offered in the spring semester only.

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**Articulated credit:**
Many of the upper level career and technical courses can be used for community college credit through a local and statewide articulation agreement. This is contingent upon students scoring a scale score of 93 or above on the State Post-Assessment, a “B” in the course, and that the articulation credit is requested within two (2) years after graduation. This information will be posted on your transcript.

**CTE concentrator:**
A concentrator is a student who has earned four or more technical credits in a Career Cluster, at least one of which is a completer course. The student may earn all four credits from foundation courses or three from foundation and one from enhancement courses in the Career Cluster. Career Clusters are grouping of occupations used as an organizing tool for curriculum design and instruction. The Career Cluster approach provides relevance to the required courses and helps students make wise elective course selection. See the clusters at [bit.ly/careercluster](http://bit.ly/careercluster). Completer courses are identified with an asterisk.

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**Agriscience Applications**
**Prerequisite:** None
This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**Agricultural Mechanics I**
**Prerequisite:** None
**Maximum Enrollment:** *Course enrollment limited to 20 to ensure safety in laboratory settings.*
This course develops knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day-to-day problems and repair needs they will
encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, fencing, paints and preservatives, basic metal working, basic agricultural construction skills related to plumbing, carpentry, basic welding, and leadership development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, mentorship, school-based enterprise, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Agricultural Mechanics II  
**AVAILABLE FOR HONORS CREDIT**  
1 unit  
Completer course for Agriculture, Foods, and Natural Resources Cluster  
Prerequisite: Agriculture Mechanics I  
Maximum Enrollment: *Course enrollment limited to 20 to ensure safety in laboratory settings.  
Articulated credit: WLD 112 Basic Welding Processes or AGR-111 Basic Farm Maintenance

In this course, the topics of instruction emphasized are non-metallic agricultural fabrication techniques, metal fabrication technology, safe tool and equipment use, human resource development, hot/cold metal working skills and technology, advanced welding and metal cutting skills, working with plastics, plumbing, concrete and masonry, agricultural power and advanced career exploration/decision making. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Agricultural Mechanics II / Small Engines  
1 unit  
Completer course for Agriculture, Foods, and Natural Resources Cluster  
Prerequisite: Agricultural Mechanics I  
Aligned Industry Credential: OSHA 10-Hour General Industry (Agriculture) Certification AWS Certified Welder D1.1 Structural Steel  
Maximum Enrollment: *Course enrollment limited to 20 to ensure safety in laboratory settings.  
This course is provided for the upper-level agricultural mechanics student who wishes to apply the basic knowledge of small engines acquired through on-line Briggs and Stratton training modules delivered by the agricultural education teacher in a shop setting. The course is intended to provide students with experiential learning opportunities as they perform "hands-on" skills specified in the curriculum under the direct supervision of the agriculture teacher. This "learning to do" philosophy will enable students to understand curriculum content so that they may pass the Briggs and Stratton Competency Exam and receive certification from Briggs and Stratton. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Animal Science I  
1 unit  
Prerequisite: None  
This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Animal Science II  
**AVAILABLE FOR HONORS CREDIT**  
1 unit  
Completer course for Agriculture, Foods, and Natural Resources Cluster  
Prerequisite: Animal Science I  
Articulated credit: ANS 110 Animal Science  
This course includes more advanced scientific principles and communication skills and includes animal waste management, animal science economics, decision making, global concerns in the industry, genetics, and breeding. English language arts, mathematics, and science are reinforced in this class. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
Animal Science II / Small Animal
Completer course for Agriculture, Foods, and Natural Resources Cluster
Prerequisite: Animal Science I
This course provides instruction on animal science topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category are taught in this course. English language arts, mathematics, and science are reinforced in this class. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Equine Science I
Prerequisite: None
This course focuses on the basic scientific principles and processes related to equine physiology, breeding, nutrition, and care in preparation for a career in the equine industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Equine Science II
Completer course for Agriculture, Foods, and Natural Resources Cluster
Prerequisite: Equine Science I
The course focuses on more advanced applications of feeding, breeding, and management practices involved in the horse industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Biotechnology and Agriscience Research I
(AVAILABLE FOR HONORS CREDIT)
Prerequisite: None (Agriscience Applications Recommended)
This course provides instruction in the technologically advanced world of agriculture and life sciences. Students are exposed to the latest techniques and advances in plant and animal biotechnology with a strong emphasis on hands-on activities. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Honors Biotechnology and Agriscience Research II
Completer course for Agriculture, Foods, and Natural Resources Cluster
Prerequisite: Biotechnology and Agriscience Research I
This course provides instruction in laboratory and safety skills needed by agricultural research scientists. Current applications of biotechnology in animal science, environmental science, food science and plant science are emphasized. Basic concepts of genetics and microbiology are applied to the agriculture industry and its success in providing food and fiber for the world. Opportunities exist for students to conduct individual or team research experiments. Hands-on laboratories and current topic discussions provide students an understanding of careers in agriscience research. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Environmental and Natural Resources I
Prerequisite: None
This course provides an introduction to environmental studies, which includes topics of instruction in renewable and non-renewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience.
experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Environmental and Natural Resources II 1 unit
Completer course for Agriculture, Foods, and Natural Resources Cluster
Prerequisite: Environmental and Natural Resources I
This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Horticulture I (AVAILABLE FOR HONORS CREDIT) 1 unit
Prerequisite: None
Articulated credit: HOR 150 Introduction to Horticulture
This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, internship, mentorship, school-based enterprise, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Horticulture II (AVAILABLE FOR HONORS CREDIT) 1 unit
Completer course for Agriculture, Foods, and Natural Resources Cluster
Prerequisite: Horticulture I
This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and personal development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Horticulture II-Landscaping 1 unit
Completer course for Agriculture, Foods, and Natural Resources Cluster
Prerequisite: Horticulture I
Articulated credit: LSG 111 Basic Landscaping Technique or HOR 114 Landscaping Construction
This course provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use/maintenance of landscape equipment. Current topics discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Project Management I 1 unit
Please refer to the Business, Finance, and Information Technology Education program area for the full course description.

Project Management II 1 unit
Please refer to the Business, Finance, and Information Technology Education program area for the full course description.

Sustainable Agriculture Production I 1 unit
Prerequisite: None
This course focuses on the increasingly complex world of producing enough food and fiber to meet the growing world demand and at the same time maintain ecological balance and conserve our natural resources. Students will explore
implementing environmentally sound practices in agricultural production to satisfy the needs of a growing population for today and tomorrow. A breadth of topics including: crop and animal production, natural resource management, agroforestry, food safety, and the farm to fork continuum will set the educational stage for this course. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**Sustainable Agriculture Production II**  
**Prerequisite:** Sustainable Agriculture Production I  
This course expands on the complexity of producing enough food and fiber to meet the world demand and at the same time maintain an economical balance and conserve our natural resources. Students will explore the U.S. food system and how agriculture impacts the quality of life at all levels as well as the energy resources necessary to meet these needs. Twenty-first-century topics such as precision agriculture, biotechnology, bioinformatics, plant and animal breeding, apiculture, aquaponics, hydroponics, vermiculture, and food safety will be explored as to their role in a sustainable society. Students will discuss marketing strategies for agricultural products and develop a business plan for a sustainable grower. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**Honors Veterinary Assisting**  
**Prerequisite:** Animal Science II or Animal Science II - Small Animals (Designed for upperclassmen with an interest in animal medicine)  
**Maximum Enrollment:** 15
This course provides instruction for students desiring a career in animal medicine. Topics include proper veterinary practice management and client relations, pharmacy and laboratory procedure, advanced animal care, and surgical/radiological procedures. Applied mathematics, science and writing are integrated throughout the curriculum. Advanced FFA leadership will be infused throughout the curriculum to develop the student's ability to work with the public. All aspects of this course will feature hands-on skill sets designed to enhance experiential learning. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are cooperative education, internship, mentorship, service learning job shadowing and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skill through authentic experiences. Students who wish to take the Veterinary Assisting Exam developed by Texas Veterinary Medical Association to be a Certified Veterinary Assistant (CVA) Level 1 should complete an additional 500 hours of supervised agricultural experience (SAE) during their three animal science courses. Two hundred SAE hours focus on the care and management of animals; will be substantiated by records, and conducted under the direct supervision of the agricultural teacher. Hours may be earned any time during the year including summer months. An additional 300 hours of supervised agricultural experience (worked-based learning) will be conducted as an internship program in animal medicine under the supervision of a licensed veterinarian or certified veterinary technician who will attest that participating students have mastered a standard set of skills used in animal medicine as identified by the cooperating teacher. Hours may be earned any time during the year including summer months.

**CTE Internship**  
**Prerequisite:** Eleventh or twelfth grade students who have taken at least three courses in Agriculture.
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.

**CTE Apprenticeship**  
**Prerequisite:** Only available to students in the Caterpillar Pre-apprenticeship Program.
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. This course is appropriate for occupations that do not require a college degree but require a high level of skill and knowledge.
Accounting I  
(AVAILABLE FOR HONORS CREDIT)  
1 unit  
Prerequisite: None  
Aligned Industry Credential: Intuit QuickBooks Certified User  
Articulated credit: ACC 115 College Accounting or ACC 118 Accounting Fundamentals I  
This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced and entrepreneurial experiences encouraged. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Honors Accounting II  
1 unit  
Completer course for Finance Cluster  
Prerequisite: Accounting I  
Aligned Industry Credential: Intuit QuickBooks Certified User  
Articulated credit: ACC 115 College Accounting or ACC 118 Accounting Fundamentals I or ACC 119 Accounting Fundamentals II  
This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills. Mathematics is reinforced and entrepreneurial experiences encouraged. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Business Law  
1 unit  
Completer course for Business Management & Administration Cluster  
Prerequisite: Principles of Business and Finance  
Aligned Industry Credential: None  
This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. Social studies and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, internship, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Business Management  
1 unit  
Completer course for Business Management & Administration Cluster  
Prerequisite: Principles of Business and Finance  
Aligned Industry Credential: None  
This course expands student understanding of management, including customer relationship management, human resources management, information management, knowledge management, product-development management, project management, quality management, and strategic management. Economics, finance, and professional development are also stressed throughout the course. English language arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing.
Computer Programming I  
Prerequisite: None  
Maximum Enrollment: *For safety reasons, enrollment is not to exceed 20 in this course Aligned Industry Credential: None  
This course is designed to introduce the concepts of programming, application development, and writing software solutions in the Visual Studio environment. Emphasis is placed on the software development process, principles of user interface design, and the writing of a complete Visual Basic program including obtaining and validating user input, logical decision making and processing, graphics, and useful output. Mathematics is reinforced and entrepreneurial experiences encouraged. Work-based learning strategies appropriate for this course include entrepreneurship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Honors Computer Programming II  
Completer course for Information Technology Cluster  
Prerequisite: Computer Programming I  
Maximum Enrollment: *For safety reasons, enrollment is not to exceed 20 in this course Aligned Industry Credential: None  
Articulated credit: CSC 153 C# Programming  
This course is designed to teach students advanced programming concepts, including class structures, multimedia programming, advanced arrays, and file structure. Mathematics is reinforced and entrepreneurial experiences encouraged. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course can help prepare students for the Microsoft MTA Gaming Development Fundamentals Certification Exam (MTA 98-374).

AP Computer Science Principles  
Prerequisite: None  
Maximum Enrollment: *For safety reasons, enrollment is not to exceed 20 in this course  
Computer Science Principles is a rigorous, introductory honors-level course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using the BYOB/SNAP, GameMaker and AppInventor visual programming languages. Students will focus on the “big CS ideas” in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem-solving, the internet, and the global impact of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Art, English language arts, and mathematical concepts are reinforced. Work-based learning strategies appropriate for this course include entrepreneurship, mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Entrepreneurship I  
Completer course for Business Management & Administration Cluster  
Prerequisite: Marketing or Personal Finance or Principles of Business and Finance  
Aligned Industry Credential: Venture Entrepreneurial Expedition  
Articulated credit: ETR 210 Intro to Entrepreneurship  
In this course students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
Honors Entrepreneurship II
Prerequisite: Entrepreneurship I
1 unit
Aligned Industry Credential: Concepts of Entrepreneurship & Management, Venture Entrepreneurial Expedition, and Entrepreneurship and Small Business
In this course student develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management and marketing. Students develop a small-business management handbook. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Foundation of Information Technology
Prerequisite: None
1 unit
This introductory course provides students with the foundation to pursue further study in information technology. Emphasis is on network systems, information support and services, programming and software development, and interactive media. Mathematics is reinforced. Work-based learning strategies appropriate for this course include entrepreneurship, mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Content in this course aligns with the following industry credentials: CompTIA IT Fundamentals.

CompTIA IT Fundamentals
West Johnston High School Only
Prerequisite: None
1 unit
CompTIA IT Fundamentals is intended to be a foundational level course to introduce students to hardware, software, basic workstation setup, networking, wireless networks, and security. The course will balance theory and practical hands-on activities to assist in preparation for the IT Fundamentals credential. The course will provide a foundation for Computer Engineering Technology, Cisco Network Engineering Technology, and future courses related to security.

Microsoft Excel 2016
Prerequisite: None
1 unit
Articulated credit: CTS 130 Spreadsheet
Students in Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for success completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. Successful candidates for the Microsoft Office Specialist Excel 2016 certification exam will have a fundamental understanding of the Excel environment and the ability to complete tasks independently. They will know and demonstrate the correct application of the principle features of Excel 2016. Candidates create and edit a workbook with multiple sheets, and they use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data entry logs. Expert-level candidates for the Excel 2016 exam have an advanced understanding of the Excel environment and have the ability to guide others to the proper use of the program’s features. They create, manage, and distribute professional spreadsheets for a variety of specialized purposes and situations. They customize their Excel environments to meet project needs and to enhance productivity. Expert workbook examples include custom business templates, multiple-axis financial charts, amortization tables, and inventory schedules. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Microsoft Word and PowerPoint
Prerequisite: None
1 unit
Articulated credit: CIS 111 Basic PC Literacy or CIS 124 DTP Graphics Software or OST 136 Word Processing
Aligned Industry Credential: Microsoft Office Specialist (MOS) in Word and/or PowerPoint
Students in the Microsoft Imagine Academy benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the current version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the current version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. English language arts are reinforced.
Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Multimedia and Webpage Design
Completer course for Information Technology Cluster
Prerequisite: Microsoft Word and PowerPoint
Aligned Industry Credential: None
Articulated credit: WEB 110 Internet/Web Fundamentals or WEB 120 Intro Internet Multimedia
This course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications. English language arts and arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Personal Finance
Prerequisite: None
Aligned Industry Credential: CFNC.org Certified Financial Basics for High School and Beyond, EverFi, W!SE
Articulated credit: BUS 125 Personal Finance
This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities and information, protect personal and family resources, and apply procedures for managing personal finances. English language arts and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Principles of Business and Finance
Prerequisite: None
Aligned Industry Credential: None
This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CTE Internship
Prerequisite: Eleventh or twelfth grade students who have taken at least three courses in Business, Finance and Information Technology Education.
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.
Apparel and Textile Production I
Prerequisite: None
Maximum Enrollment: *For safety reasons, enrollment is not to exceed 20 in this course.
In this course students are introduced to the apparel and textile industry in the area of design, textiles and apparel engineering. Emphasis is placed on students applying these design and engineering skills to create and produce apparel products. Art, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and Cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Apparel and Textile Production II
Completer course for Arts, A/V Technology, and Communications Cluster
Prerequisite: Apparel and Textile Production I
Maximum Enrollment: *For safety reasons, enrollment is not to exceed 20 in this course.
Students in this course will gain a deeper understanding of design principles, engineering, fabrication and global needs of an ever-changing apparel and textile industry. The course provides a major focus on textile design, textile science, product construction, global manufacturing, and the apparel/textile market while incorporating and scaffolding prerequisite concepts. Emphasis is placed on application of design and engineering skills used to create, produce, and prepare a product for market. Students will also gain the entrepreneurial skills, necessary for successful marketing and distribution of an apparel product. Mathematics and science are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Apprenticeship is not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Parenting and Child Development
Prerequisite: None
This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Art, English language arts, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Early Childhood Education I
Prerequisite: Students must be 16 by Oct. 1st (Parenting and Child Development Recommended)
* Criminal Background Check and Tuberculosis Skin Testing Required
Maximum Enrollment: *For safety reasons, enrollment should not exceed 20 in this course.
This two-credit course prepares students to work with children in early education and child care settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. Due to student participation internships at early childhood centers that meet NC Child Care General Statute 110-91 Section 8, students must be 16 years of age prior to October 1 to enroll in this course. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Cooperative education and apprenticeship are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
Honors Early Childhood Education II 2 units
Two blocks for one semester
Completer course for Human Services Cluster
Prerequisite: Early Childhood Education I and students must be 16 by Oct. 1st
Aligned Industry Credential: NC Early Childhood Credential Equivalency
*Criminal Background Check and Tuberculosis Skin Testing Required
Maximum Enrollment: *For safety reasons and number of interns placed in the field, enrollment should not exceed 20 in this course.
Articulated credit: Early Childhood I and Early Childhood II Required for EDU 119 Introduction to Early Childhood Education
This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and child care settings. Areas of study include program planning and management, developmentally appropriate practice, procedures and strategies for working with special groups of children, career development and professionalism. An internship makes up 50 percent of instructional time. Due to student participation internships at early childhood centers that meet NC Child Care General Statute 110-91 Section 8, students must be 16 years of age prior to October 1 to enroll in this course. [http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html](http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html)
Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Cooperative education and apprenticeship are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Fashion Merchandising 1 unit
Prerequisite: None
This course is designed to simulate a comprehensive experience of the business of fashion. The experience should bring alive the economics, distribution, promotion, and retail of fashion, and essential strategies of promoting and selling fashion. Upon completion of the course, students should be ready for the retail of fashion at the entry level of work or post secondary education.Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Food and Nutrition I 1 unit
Prerequisite: None
Maximum Enrollment: *For safety and sanitation reasons, enrollment should not exceed 20 in this course or 4-5 per laboratory kitchen.
This course examines the nutritional needs of the individual. Students learn fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management.Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Food and Nutrition II 1 unit
Completer course for Hospitality and Tourism Cluster or Agriculture, Food, and Natural Resources Cluster
Prerequisite: Foods I
Aligned Industry Credential: ServSafe Food Protection Managers Certification
Maximum Enrollment: *For safety and sanitation reasons, enrollment should not exceed 20 in this course or 4-5 per laboratory kitchen.
Articulated credit: Food and Nutrition I and Foods and Nutrition II required for CUL 112 Nutrition for Food Service OR Food and Nutrition II AND ServSafe Certification required for CUL-110 Sanitation & Safety AND CUL-110A Sanitation & Safety Lab
In this course, students experience the cross-section of nutrition science and food preparation while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students come to understand food protection, nutrients, lifespan nutrition, sports nutrition, medical nutrition therapy, American and global foodways, and entrepreneurship. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
Honors Food Science and Technology  
Completer course for Agriculture, Food, and Natural Resources Cluster  
Prerequisite: Foods I or Culinary Arts and Hospitality I or Environmental Science or Physical Science or Biology or Chemistry  
Maximum Enrollment: *For safety and sanitation reasons, enrollment should not exceed 20 in this course or 4-5 per laboratory kitchen.  
Articulated credit: CUL-150 Food Science and CUL-150A Food Science Lab  
This course explores the food industry from the farm to the table using skills in food science, technology, engineering, and mathematics. Government regulations, emerging trends, biotechnology, and technological career opportunities from scientists to technicians will be presented. The student examines production, processing, preparation, packaging and principles along the farm to table continuum. The student begins to understand how food technology affects the food that he/she eats. English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, school-based enterprise, service learning, and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Interior Design I  
Prerequisite: None  
This course engages students in exploring various interior design professions, while building the content knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Emphasis is placed on the interior design process; human, environmental and behavioral factors; color theory, elements and principles of design; hand sketching/digital design techniques, space planning, selection of products and materials for residential interiors; client relationship building and design communication techniques. Art and mathematics are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Family, Career Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Interior Design II  
Completer course for Architecture and Construction Cluster  
Prerequisite: Interior Design I  
This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Apprenticeship is not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Interior Digital Applications  
Prerequisite: FI51 Interior Design I  
Aligned Industry Credential: Autodesk Certified User Revit  
This course prepares students for entry-level and technical work opportunities in interior design. Students apply design skills through Autodesk Revit software to meet clients' needs using components found in residential and commercial spaces. Art and mathematics are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Family, Career Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Personal Finance  
Prerequisite: None  
Aligned Industry Credential: CFNC.org Certified Financial Basics for High School and Beyond, EverFi, and W!SE  
Articulated credit: BUS 125 Personal Finance  
This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities and information, protect personal and family resources, and apply procedures for managing personal finances. English language arts and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing
Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

ProStart I®  
Smithfield-Selma High School Only  
Prerequisite: Foods I  
Aligned Industry Credential: Certificate of Recognition Level One  
Maximum Enrollment: *For safety and sanitation reasons, enrollment should not exceed 20 in this course or 4-5 per laboratory kitchen.

This course allows students to survey culinary techniques and restaurant management skills. Students learn about the industry, food and kitchen safety, kitchen and management foundations, front-of house operations, and basic food preparation including salads, sandwiches, baked goods, and stocks, sauces, and soups. Students also learn communication skills, professional expectations, and how to build a food service career. Students should complete 200 hours of the required 400-hour, one-credit internship, which will lead to the National ProStart Certificate of Achievement. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Students are eligible to compete at the state and national levels of Family, Career and Community Leaders of America (FCCLA) and/or ProStart® competitive events. Community service and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *For safety reasons, enrollment should not exceed 20 in this course.* Go to http://prostart.restaurant.org/ for information on the student credentialing program and testing information.

PROSTART I® Cooperative Education  
Corequisite: Students should currently taking or have taken ProStart I. Recommended for students in grade 11 due to labor laws.

Students enrolled in ProStart are required to complete 400-hours of internship (200 hours must be paid). The hours will count toward the National ProStart® Certificate of Achievement, earned at the conclusion of ProStart® II. Cooperative education is a method of instruction where CTE instruction is combined with paid employment that is directly related to classroom instruction. Students must register for both the CTE classroom course and Cooperative Education Work component during the same academic year.

ProStart II®  
Smithfield-Selma High School Only  
Completer course for Hospitality and Tourism Cluster  
Prerequisite: ProStart I®  
Aligned Industry Credential: National Certificate of Achievement, ProStart Certificate of Recognition Level II  
Maximum Enrollment: *For safety and sanitation reasons, enrollment should not exceed 20 in this course or 4-5 per laboratory kitchen.

This course allows students to survey culinary techniques and restaurant management skills. Students learn restaurant marketing, menu management, controlling foodservice costs, human resources, and food products and preparation, including breakfast foods; fruits, vegetables, and starches; meat, poultry, and seafood; and baked goods and desserts. Students also learn about sustainability, nutrition, and the role of foodservice operations in these initiatives. Students should complete 200 hours of the required 400-hour, one-credit internship, which will lead to the National ProStart Certificate of Achievement. Apprenticeship is available for this course. Students are encouraged to compete at the state and national levels of Family, Career and Community Leaders of America (FCCLA) and/or ProStart® competitive events. Community service and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Go to http://prostart.restaurant.org/ for information on the student credentialing program and testing information.

PROSTART II® Cooperative Education  
Corequisite: Students should currently taking or have taken ProStart II. Recommended for 11th or 12th grade students due to labor laws.

Students enrolled in ProStart are required to complete 400-hours of internship (200 hours must be paid). The hours will count toward the National ProStart® Certificate of Achievement, earned at the conclusion of ProStart® II. Cooperative education is a method of instruction where CTE instruction is combined with paid employment that is directly related to classroom instruction. Students must register for both the CTE classroom course and Cooperative Education Work component during the same academic year.
**Principles of Family and Human Services**  
1 unit  
**Prerequisite:** None  
**Maximum Enrollment:** *For safety and sanitation reasons, enrollment should not exceed 25 in this this course.*  
Students learn life literacy skills and individual, family, and community systems in the context of the human services field. Emphasis is placed on human development, professional skills, diversity, analyzing community issues, and life management. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing. English/language arts, social studies, mathematics, science, technology, interpersonal relationships are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**Project Management I**  
1 unit  
Please refer to the Business, Finance, and Information Technology Education program area for the full course description.

**Project Management II**  
1 unit  
Please refer to the Business, Finance, and Information Technology Education program area for the full course description.

**CTE Internship**  
1 unit  
**Prerequisite:** Eleventh or twelfth grade students who have taken at least three courses in Family and Consumer Science Education.  
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.

**Biomedical Technology I**  
1 unit  
**Prerequisite:** None  
This course challenges students to investigate current trends in health care. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**Biomedical Technology II**  
1 unit  
**Prerequisite:** Biomedical Technology I  
Completer Course for Health Science Cluster  
This course focuses on genetics, neurobiology, sleep disorder and biological rhythms, bioethics, the evolution of medicine, and use of technology to study cellular and molecular biology. The curriculum was developed by the National Institutes of Health (NIH). Students will learn about careers in biotechnology within the context of the course content. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology is recommended as good preparation for this course.

**Health Science I**  
1 unit  
**Prerequisites:** None  
**Articulated credit:** MED 121 Medical Terminology I and MED 122 Medical Terminology II  
This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job...
shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology is recommended as preparation for this course.

Health Science II

(AVAILABLE FOR HONORS CREDIT) 1 unit
Completer course for Health Science Cluster
Prerequisites: Health Science I
Maximum Enrollment: *Class enrollment limited to 20 to establish a foundation of knowledge critical to the application of patient care skills.
Articulated Credit: HSC 110 Orientation to Health Careers and (HSC 120 CPR or MED 180 CPR Certifications)

This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training for healthcare professionals. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Fundamentals of Gerontology

1 unit
Prerequisite: Health Science II
Criminal Background Check, Tuberculosis Skin Testing, Drug Screening, and CPR Certification Required
Aligned Industry Credential: Students who are listed on the North Carolina Nurse Aide Registry and successfully complete Fundamentals of Gerontology will receive an endorsement on the Nurse Aide 1 listing. Students who take Fundamentals of Gerontology and later (within two years) become listed on the NC Nurse Aide 1 Registry as a Nurse Aide 1, may receive the NAI geriatric endorsement from the North Carolina Division of Health Services Regulation (DHSR).
Maximum Enrollment: 20
This course is designed to assist future healthcare professionals to understand the unique physical and psychological changes related to aging. Healthcare strategies to meet the needs of the aging population will be addressed. Healthcare agencies may require testing for tuberculosis and/or other diseases and a criminal record check for felonies related to drugs.

Public Health Fundamentals

1 unit
Prerequisite: Health Science II
Aligned Industry Credential: Students who are listed on the NC Nurse Aide I Registry and successfully complete Public Health Fundamentals will receive a Home Care Aide endorsement on the Nurse Aide I listing. Students, who successfully complete Public Health Fundamentals and later (within two years) become listed on the NC Nurse Aide I Registry as a Nurse Aide I, may receive the NAI Home Care Aide endorsement.
Adapted from the NC Division of Health Services Regulation, this course is designed to assist future healthcare professionals understand the unique challenges and strategies involved in the delivery of healthcare outside traditional facilities and without traditional supervision structure, and is responsive to overwhelming need for community based healthcare. HN43 Nursing Fundamentals is recommended as good preparation for this course. However, students may take HN45 Public Health Fundamentals before or after 7243 Nursing Fundamentals.

Health Team Relations

1 unit
Prerequisite: None
This course is designed to assist potential health care workers in their role and function as health team members. Topics include medical terminology, the history of health care, healthcare agencies, ethics, legal responsibilities, health careers, holistic health, health care trends, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills to authentic experiences
Honors Nursing Fundamentals  
Two blocks for one semester  
Prerequisite: Health Science II  
Aligned Industry Credential: North Carolina Nurse Aide I  
Articulated credit: NAS 101 Nursing Assistant I  
Criminal Background Check, Tuberculosis Skin Testing, Drug Screening, and CPR Certification Required  
Maximum Enrollment: *Enrollment is limited per North Carolina Board of Nursing (BON) Administrative Rule 21 NCAC 36.0318(i), which requires the ratio of teacher to nurse aide students be 1:10 or less while in the clinical area.  
This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NC NAI Registry. (CNA Certification). English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include a required clinical internship in a long-term care agency. Healthcare agencies may require testing for tuberculosis and/or other diseases and a criminal record check for felonies related to drugs. Cooperative education is not available for this course. HOSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Honors Pharmacy Technician  
Prerequisite: Health Science II  
Aligned Industry Credential: Cpht Certified Pharmacy Technician  
Maximum Enrollment: *Class enrollment limited to 20 to establish a foundation of knowledge critical to the application of patient care skills.

Articulated credit: PHM 110 Introduction to Pharmacy  
This course has self-paced, on-line instruction designed to prepare high school seniors for a pharmacy technician career. Topics included in this course are federal law, medication used in major body systems, calculations, and pharmacy operations. Mathematics is reinforced in this course. Work-based learning strategies appropriate for this course include an apprenticeship, cooperative education, internship, or mentorship. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course is accredited by the Accreditation Council for Pharmacy Education (APCE). Upon successful completion of this course and after graduation, the student is eligible to take the Pharmacy Technician Certification Board (PTCB) exam.

Project Management I  
Please refer to the Business, Finance, and Information Technology Education program area for the full course description.

Project Management II  
Please refer to the Business, Finance, and Information Technology Education program area for the full course description.

CTE Internship  
Prerequisite: Eleventh or twelfth grade students who have taken at least three courses in Health Science Education.

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.

Entrepreneurship I  
Completer course for Marketing Cluster  
Prerequisite: Marketing or Personal Finance or Principles of Business and Finance  
Aligned Industry Credential: Venture Entrepreneurial Expedition  
Articulated Credit: ETR 210 Intro to Entrepreneurship  
In this course students evaluate the concepts of going into business for themselves and working or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business...
plan and evaluate startup requirements. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**Honors Entrepreneurship II**  
**Prerequisite:** Entrepreneurship I  
**Aligned Industry Credential:** Concepts of Entrepreneurship & Management, Venture Entrepreneurial Expedition, and Entrepreneurship and Small Business

In this course students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English language arts and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**Fashion Merchandising**  
**Prerequisite:** None  
**Aligned Industry Credential:** None

This course is designed to simulate a comprehensive experience of the business of fashion. The experience should bring alive the economics, distribution, promotion, and retail of fashion, and essential strategies of promoting and selling fashion. Upon completion of the course, students should be ready for the retail of fashion at the entry level of work or postsecondary education. English, mathematics, social studies, and technology are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**Hospitality & Tourism**  
**Prerequisite:** Marketing or Principles of Business and Finance or Sports and Entertainment Marketing I  
**Aligned Industry Credential:** Certified Guest Service Professionals (CGSP) Advance Customer Service and Sales Certification, Fundamentals Marketing Concepts

In this course, students acquire understanding of the economic impact and marketing strategies for hospitality and tourism destinations. Emphasis is on destination complexity, customer relations, economics, legal and ethical responsibilities, safety and security, and tourism promotion. English, language arts, mathematics, social studies and technology are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**Marketing**  
**Prerequisite:** None  
**Aligned Industry Credential:** None  
**Articulated Credit:** ETR 230 Entrepreneur Marketing or MKT 110 Principles of Fashion or MKT 120 Principles of Marketing

In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
### Marketing Applications

1 unit  
**Completer course for Marketing Cluster**  
**Prerequisite:** Marketing or Fashion Merchandising  
**Aligned Industry Credential:** Customer Service and Sales Certification, Advanced Customer Service and Sales Certification, Fundamentals Marketing Concepts  

In this course, students will apply an understanding of marketing functions and impact of the functions on business decisions. Through problem solving and critical thinking, students will apply knowledge and skills in the areas of customer relations, economics, financial analysis, channel management, marketing-information management, marketing planning, products and services management, and planning. Relative opportunities are available for students to sue technology to acquire and use marketing information. English, language arts, and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### Personal Finance

1 unit  
**Prerequisite:** None  
**Aligned Industry Credential:** CFNC.org Certified Financial Basics for High School and Beyond, EverFi, W!SE  
**Articulated credit:** BUS 125 Personal Finance  

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### Principles of Business and Finance

1 unit  
**Prerequisite:** None  
**Aligned Industry Credential:** None  

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### Sports and Entertainment Marketing I

1 unit  
**Prerequisite:** None  
**Aligned Industry Credential:** None  

In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; human relations; and safety and security. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
Sports and Entertainment Marketing II
Completer course for Hospitality and Tourism Cluster
Prerequisite: Sports and Entertainment Marketing I
In this course, students acquire an understanding of sports, entertainment, and event marketing. Emphasis is on business management, career development, client relations, contracts, ethics, event management, facilities management, legal issues, and sponsorships. English/language arts, mathematics and Social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Strategic Marketing
(AVAILABLE FOR HONORS CREDIT)
Prerequisite: None
This fast-paced course challenges students by combining into one course the concepts taught in the Marketing and Marketing Application courses. The curriculum, activities, and resources utilized in this course are written at the freshman college level. The Strategic Marketing course focuses on the impact of marketing on society, procedures used in buying behavior, procedures to manage marketing information, procedures to develop and manage products, pricing procedures, promotion, marketing channels, supply chain management, retail operations, and global marketing. English/language arts and mathematics are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CTE Internship
Prerequisite: 11th & 12th grade students who have taken at least three courses in Marketing and Entrepreneurship Education.
Aligned Industry Credential: None
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.

Advanced Game Art and Design
Prerequisite: Game Art and Design I
Maximum Enrollment: *Due to potentially hazardous processes and equipment maximum enrollment is 20.
This course is a continuation in the study of game design and interactivity. Emphasis is placed on visual design, evaluating, scripting and networking protocols, and legal issues as well as 3D visual theory. Students compile a game portfolio. Advanced topics include the use of audio and visual effects, rendering, modeling, and animation techniques. Students work in collaborative teams to develop a final 3D game project. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Engineering Design
Prerequisite: TE11 Technology Engineering and Design
Maximum Enrollment: *Due to potentially hazardous processes and equipment maximum enrollment is 20.
This course continues to apply the skills, concepts, and principles of engineering. Students explore various technological systems and engineering processes in related career fields. Topics include investigating technological system, design
optimization, and problem solving. Students utilize CAD and physical and virtual modeling concepts to construct, test, collect, and report data. Art, English language arts, mathematics and science are reinforced. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Game Art and Design I
Completer course for Arts, A/V Technology, and Communications
Prerequisite: Scientific and Technical Visualization I
Maximum Enrollment: *Due to potentially hazardous processes and equipment maximum enrollment is 20.
This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, programming, 2D visual theory, and interactive play technologies. Students develop physical and virtual games using hands-on experiences and a variety of software. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

PLTW Civil Engineering and Architecture
Completer course for Science, Technology, Engineering, and Mathematics Cluster
Prerequisite: PLTW Principles of Engineering
Aligned Industry Credential: OSHA 10-Hour Industry Certification
Maximum Enrollment: *Due to potentially hazardous processes and equipment maximum enrollment is 20.
Articulated Credit: TP11 PLTW Introduction to Engineering Design AND TP12 PLTW Principles of Engineering AND TP23 PLTW Civil Engineering required for Architecture ARC-111 Intro to Arch Technology OR DDF-211 Design Process I
In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, propels students’ learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

PLTW Engineering Design & Development
Prerequisite: PLTW Civil Engineering and Architecture
Maximum Enrollment: *Due to potentially hazardous processes and equipment maximum enrollment is 20.
In this capstone Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students identify a real-world challenge and then research, design, and test a solution, ultimately presenting their unique solutions to a panel of engineers. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeships and cooperative education are not available for this course. Technology Students Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

PLTW Introduction to Engineering Design
Prerequisite: None
Aligned Industry Credential: OSHA 10-Hour Industry Certification
Maximum Enrollment: *Due to potentially hazardous processes and equipment maximum enrollment is 20.
In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students are exposed to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
PLTW Principles of Engineering

Prerequisite: PLTW Introduction to Engineering Design

Aligned Industry Credential: OSHA 10-Hour Industry Certification

Maximum Enrollment: *Due to potentially hazardous processes and equipment maximum enrollment is 20.

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students survey engineering and are exposed to major concepts they will encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Scientific and Technical Visualization I

Prerequisite: None

Maximum Enrollment: *Due to potentially hazardous processes and equipment maximum enrollment is 20.

This course introduces students to the use of complex graphic tools. Emphasis is placed on the principles, concepts, and use of complex graphic and visualization tools as applied to the study of science and technology. Students use complex 2D graphics, animation, editing, and image analysis tools to better understand, illustrate, explain, and present technical, mathematical, and/or scientific concepts and principles. Emphasis is placed on the use of computer-enhanced images to generate both conceptual and data-driven models, data-driven charts, and animations. Science, math, and visual design concepts are reinforced through the course. Activities are structured to integrate physical and social science, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Honors Scientific and Technical Visualization II

Prerequisite: TS21 Scientific and Technical Visualization I

Maximum Enrollment: *Due to potentially hazardous processes and equipment maximum enrollment is 20.

This course provides students with advanced skills in the use of complex visualization tools for the study of science, technology, or mathematical concepts. Students design and develop increasingly complex data and concept-driven visualization models. Students use complex 2D and 3D graphics, animation, editing, and image analysis tools to better understand, illustrate, and explain concepts. Students present technical, mathematical, and or scientific concepts and principles. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Technological Design

Clayton High School Only

Maximum Enrollment: *Due to potentially hazardous processes and equipment a maximum enrollment of 20.

Prerequisite: Technology Engineering and Design

This course continues to apply the skills, concepts, and principles of design. The design fields of graphics, industrial design, and architecture receive major emphasis. Engineering content and professional practices are presented through practical application. Working in design teams, students apply technology, science, and mathematics concepts and skills to solve engineering and design problems. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
Technology Engineering and Design
Clayton High School Only
Prerequisite: None
Maximum Enrollment: *Due to potentially hazardous processes and equipment maximum enrollment is 20.
This course focuses on the nature and core concepts of technology, engineering, and design. Through engaging activities and hands-on project-based activities, students are introduced to the following concepts: elements and principles of design, basic engineering, problem solving, and teaming. Students apply research and development skills and produce physical and virtual models. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CTE Internship
Prerequisite: Eleventh or twelfth grade students who have taken at least three courses in Technology Engineering and Design Education.
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.

Adobe Digital Design
Completer course for Arts, A/V Technology, and Communications Cluster
Prerequisite: Adobe Visual Design
Aligned Industry Credential: Adobe Creative Cloud: Dreamweaver
This course is a project-based course that develops ICT, career, and communication skills in Web design and animation using Adobe tools. This course is aligned to Adobe Dreamweaver and Flash certification. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Adobe Video Design
Prerequisite: Adobe Digital Design
Aligned Industry Credential: Adobe Creative Cloud: Premiere
This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Adobe Visual Design
Prerequisite: None
This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, In-design, and Illustrator certification. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
Automotive Service I 1 unit
Prerequisite: Automotive Service Fundamentals
Maximum Enrollment: *Due to potentially hazardous processes and equipment maximum enrollment is 20.
Aligned Industry Credential: None
This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing, and basic testing of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair(MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Automotive Service II 1 unit
Completer course for Transportation, Distribution, and Logistics Cluster
Prerequisite: Automotive Service I
Maximum Enrollment: *Due to potentially hazardous processes and equipment maximum enrollment is 20.
Aligned Industry Credential: ASE Student Certification-Maintenance and Light Repair
This course builds on the knowledge and skills introduced in Automotive Servicing I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing, apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Automotive Service Fundamentals 1 unit
Prerequisite: None
Maximum Enrollment: *Due to potentially hazardous processes and equipment maximum enrollment is 20.
Aligned Industry Credential: S/P2- Safety and Pollution Prevention, SP2- Mechanical and Pollution Prevention
This course introduces automotive safety, basic automotive terminology, system & component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also careers and various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Automotive Service III 1 unit
Prerequisite: Automotive Service II
Maximum Enrollment: *Due to potentially hazardous processes and equipment maximum enrollment is 20.
Aligned Industry Credential: ASE Auto Maintenance and Light Repair Certification test (G1)
This course builds on the skills and knowledge introduced in Automotive Service I & II. Building advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drive train, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Carpentry I 1 unit
Prerequisite: Core and Sustainable Construction
Maximum Enrollment: *Due to potentially hazardous processes and equipment maximum enrollment is 20.
Aligned Industry Credential: National Center for Construction Education and Research (NCCER)
Articulated credit: CAR 110 Intro to Carpentry or WOL 110 Basic Construction Skills or CST 110 Introduction to Construction
This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on the development of introductory skills to include orientation to the trade, building materials, fasteners, and adhesives, hand and power Tools, reading plans and elevations, introduction to concrete, reinforcing materials, and forms, floor system
construction procedures, wall and ceiling framing procedures, and basic stair layout. English language arts and mathematics are reinforced. Geometry is recommended as preparation for this course. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Carpentry II  
Completer course for Architecture and Construction Cluster  
Prerequisite: Carpentry I  
Maximum Enrollment: *Due to potentially hazardous processes and equipment maximum enrollment is 20.  
Articulated Industry Credential: National Center for Construction Education and Research (NCCER)  
Articulated credit: CST 111 Construction I  
This course builds on skills mastered in Carpentry I and provides an emphasis on roof framing procedures, roofing applications, thermal and moisture protection, windows and exterior doors installation, exterior finishing, and the introduction to weatherization module. English language arts and mathematics are reinforced. Geometry is recommended as preparation for this course. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Carpentry III  
Prerequisite: Carpentry II  
Maximum Enrollment: *Due to potentially hazardous processes and equipment maximum enrollment is 20.  
Articulated Industry Credential: National Center for Construction Education and Research (NCCER)  
Articulated credit: CST 112 Construction II  
This course builds on skills mastered in Carpentry II and develops advanced technical aspects of carpentry with the emphasis on commercial drawing, cold-formed steel framing construction methods, drywall installations, drywall finishing procedures, doors and door hardware installation, and windows, door, floor and ceiling trim procedures. English language arts and mathematics are reinforced. Geometry is recommended as preparation for this course. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Core and Sustainable Construction  
Prerequisite: None  
Articulated Industry Credential: National Center for Construction Education and Research (NCCER) Occupational Safety and Health Administration (OSHA) 10-Hour Construction Industry Certifications  
This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, and basic employability skills, and “Your Role in the Green Environment”. The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint. English Language Arts and Mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Drafting I  
Prerequisite: None  
Articulated Industry Credential: Autodesk Certified User AutoCAD  
Articulated credit: DFT 111 Technical Drafting I and DFT 111A Technical Drafting I Lab  
This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas, concepts and trends found in the areas of architecture, manufacturing, engineering, science, and mathematics, sketching and computer assisted design (CAD) skills and techniques. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
Drafting II – Architectural  
Completer course for Architecture and Construction Cluster  
1 unit
Prerequisite: Drafting I
Aligned Industry Credential: Autodesk Certified User Revit
Articulated credit: Must have Drafting I and Drafting II-Architectural for DFT 115 Architectural Drafting or DFT 119 Basic CAD or ARC 114 Architectural CAD.

This course focuses on the principles, concepts of architectural design, and use of Building Information Modeling (BIM), used in the field of architecture. An emphasis is placed on the use of 3D CAD tools in the design and execution of floor plans, foundation plans, wall sections, and elevation drawings. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software such as REVIT, are essential to this course, and the required method of producing finished drawings. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Honors Drafting III – Architectural  
1 unit
Prerequisite: Drafting II – Architectural
Aligned Industry Credential: Autodesk Certified Professional Revit

This course introduces students to advanced architectural design concepts, and Building Information Modeling (BIM). Emphasis is placed on the continued use of 3D CAD tools and software such as REVIT, in the design and execution of site and foundation plans, electrical/lighting plans, stair/raling design, bath and kitchen details, multi-level floor systems, site development, renderings and walkthroughs, as well as small commercial building and design. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.

Electronics I  
North Johnston High School Only  
1 unit
Prerequisite: None (Math I Recommended)
Aligned Industry Credential: ETA: EM1

This course covers Direct Current (DC) Basics and is aligned to the Electronic Technicians Association (ETA) EM1 certification. Topics include a) basic electrical theory, b) magnetism, c) safety, d) electronic equipment, e) electronic components, f) Ohms Law. Mathematics for electronics, g) electronic measurements, h) series circuits, i) parallel circuits, j) series/parallel circuits, and k) battery power supplies. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Electronics II  
North Johnston High School Only  
1 unit
Completer course for Manufacturing Cluster
Prerequisite: Electronics I (Math I Recommended)
Aligned Industry Credential: ETA: EM4
Articulated credit: Must have Electronics I and Electronics II for ELC 112 DC/AC Electricity and (ELC 126 Electrical Computations or EGR 131 Intro to Electronics)

This course covers Digital Basics and is aligned to the Electronic Technicians Association (ETA) EM4 certification. Topics include: a) numbering systems and conversions, b) block diagrams—schematics-wiring diagrams, c) test equipment and measurements, d) safety, e) theory of digital logic functions and circuitry, and f) computer electronics. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Algebra I is recommended as good preparation for this course.
Firefighter Technology I
1 unit
Application: Required for acceptance to JCPS Fire Science Program
Eligibility: All JCPS Students
Location: SSS High School and Clayton High School
Recommended Maximum Enrollment: *For safety reasons, enrollment should not exceed 20 in this course.
Prerequisite: None
Aligned Industry Credential: NC OSFM Firefighter Certification Modules FIP#: 3001, 3024, 3004, 3006, 3011, 3005, 3012, and 3016
This course covers part of the NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include: Orientation and Safety Health and Wellness; Fire Behavior; Personal Protective Equipment; Fire Hose, Streams, and Appliances, Portable Extinguishers; Foam Fire Streams; and Emergency Medical CARC. English language arts are reinforced. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Firefighter Technology II
1 unit
Application: Required for acceptance to JCPS Fire Science Program
Eligibility: All JCPS Students
Location: SSS High School and Clayton High School
Recommended Maximum Enrollment: *For safety reasons, enrollment should not exceed 20 in this course.
Prerequisite: Firefighter Technology I
Aligned Industry Credential: NC OSFM Firefighter Certification Modules FIP#: 3022, 3009, 3003, 3007, 3010, 3008, 3014
This course covers additional NC Firefighter certification modules required for all Firefighters in North Carolina. The modules include: Building Construction; Ropes; Alarms and Communications; Forcible Entry; Ladders; Ventilation; Loss Control. English language arts are reinforced. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Green Technology I
North Johnston High School Only
Prerequisite: Electronics I
Aligned Industry Credential: None
This course is designed for students who have completed Drafting, Construction Technology, or Technology Education courses and who have an interest in green technology.” The course includes three areas of instruction: Wind Turbine, Solar PV, and Sustainable Architecture. Students in the course learn the principles of design and engineering for these technologies and basic installation principals. Students can work to complete certification in the areas of Solar PV Installer and Wind Turbine Installer. Students are eligible to participate in SkillsUSA club and contest events

Green Technology II
North Johnston High School Only
Prerequisite: Green Technology I
Aligned Industry Credential: None
This course will provide skills and training related to careers in renewable energy and energy efficiency. The course includes the exploration of fuel cells, hydropower, and smart grid as renewable energy sources. Sustainable energy and green technologies are emerging concepts in North Carolina. Workers in this industry will range from cell technicians, HVAC techs, renewable energy techs, hydroelectric techs, engineer auditors and engineers.

Introduction to Trade and Industrial Education
1 unit
Prerequisite: None
Aligned Industry Credential: None
This course will introduce students to concepts needed for careers in Trade and Industry professions including Advanced Manufacturing careers. Skillsets specific to Trade and Industry careers will be provided to include key concepts from the systems used in manufacturing processes and will incorporate problem-solving, design, technical communication, modeling, testing, evaluation, and implications of technology. Activities associated with the major program areas of Trade and Industrial Education will provide practical applications to enhance student learning. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
Masonry I
Smithfield-Selma High School Only
Prerequisite: Core and Sustainable Construction
Recommended Maximum Enrollment: *Due to potentially hazardous processes and equipment maximum enrollment is 20.

Aligned Industry Credential: National Center for Construction Education and Research (NCCER)
This course covers basic masonry terminology and develops technical aspects of masonry with emphasis on development of introductory skills. This course introduces the nature of masonry technology, materials and supplies, and employability skills. Topics include safety, layout, tools, leveling, plumbing, use of straight-edge, and jointing brick and block in wall construction. Mathematics and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Public Safety I
Application: Required for acceptance to JCPS Fire Science Program
Eligibility: All JCPS Students
Location: SSS High School and Clayton High School
Recommended Maximum Enrollment: *For safety reasons, enrollment should not exceed 25 in this course.
Prerequisite: None

This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. FEMA certifications NIMS 100,200, 700, 800 are also a part of this course. Additionally students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Computer Engineering Technology I
West Johnston High School Only
Prerequisite: Recommended CompTia IT Fundamentals

Articulated credit: CTS 120 Hardware/Software Support
This course is the first in a two course series that introduces the skills required for entry level PC technicians. It includes objectives in the following four domains, a) PC Hardware, b) Networking c) Mobile devices d) Hardware and networking troubleshooting. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Honors Computer Engineering Technology II
West Johnston High School Only
Completer course for Information Technology Cluster
Prerequisite: Computer Engineering Technology I

Articulated credit: CTS 220 Advanced Hardware/Software Support
This course is the second in a two course series that introduces the skills required for entry level PC technicians. It includes objectives in the following five domains, a) Windows operating system, b) Other operating systems and technologies c) Security, d) Software troubleshooting, e) Operational procedures. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
Honors CISCO Network Engineering Technology I 1 unit
West Johnston High School Only
Prerequisites: None
Aligned Industry Credential: None
Articulated credit: NET 110 Networking Concepts or NET 125 Networking Basics
This course introduces the architecture, structure, functions, components, and models of the internet and other computer networks. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. By the end of the course, students will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes. This course uses the Cisco Introduction to Networks curriculum and must be conducted using the Cisco Networking Academy connection. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for the Cisco Certified Entry Networking Technician (CCENT) certificate. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Honors Cisco Network Engineering Technology II 1 unit
West Johnston High School Only
Completer course for Information Technology Cluster
Prerequisite: Network Engineering Technology I
Aligned Industry Credential: Cisco Certified Entry Networking Technician (CCENT)
Articulated credit: NET 125 Networking Basics or NET 126 Routing Basics
This course describes the architecture, components, and operations of routers and switch for basic functionality. By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with RIPv1, RIPv2, single-area and multi-area OSPF, virtual LANs, and inter-VLAN routing in both IPv4 and IPv6 networks. This course uses the Cisco Routing & Switching Essentials curriculum and must be conducted using the Cisco Networking Academy connection. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course can help prepare students for the CCENT certificate. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CTE Internship 1 unit
Prerequisite: Eleventh or twelfth grade students who have taken at least three courses in Trade and Industrial Education.
Aligned Industry Credential: None
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.

The Occupational Course of Study is one of four courses of study a student with disabilities may complete to graduate with a High School diploma in North Carolina. The Occupational Course of Study will be an appropriate alternative for selected students with disabilities for whom the other three courses of study (Career Prep, College Tech Prep and College/University) are inappropriate. Students will learn functional academic skills that will prepare them to live independently, maintain employment, and be active participants in the community. The following is a description of the occupational course of study:

- The Occupational Course of Study is intended to meet the needs of a small group of students with disabilities who need a greatly modified curriculum that focuses on post-school employment and independent living. The vast majority of students with disabilities will complete one of the other three courses of study with the use of accommodations, modifications, supplemental aids and services as needed. The Occupational Course of Study is a modified standard course of study consisting of fifteen new courses in English, mathematics, science, occupational preparation and social studies.
Students are required to complete Career and Technical Education credits, healthful living, and electives as needed to complete local graduation requirements.

**Occupational Course of Study Classification Requirements**
(for students who entered 9th grade in 2014-15 and beyond)

<table>
<thead>
<tr>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passed OCS English I</td>
<td>Passed OCS English II</td>
<td>Passed 15 non-elective units</td>
</tr>
<tr>
<td>Passed 6 non-elective units</td>
<td>Passed II non-elective units</td>
<td>Passed 15 non-elective units</td>
</tr>
<tr>
<td>Completed 75 school-based hours</td>
<td>Completed 150 school-based hours</td>
<td>Completed 150 school-based hours</td>
</tr>
<tr>
<td>Completed 115 community based hours</td>
<td></td>
<td>Completed 225 community-based hours</td>
</tr>
</tbody>
</table>

**Occupational Course of Study Work Hours Requirement**

<table>
<thead>
<tr>
<th>School-Based Training (on-campus)</th>
<th>First time 9th grade student entering 2013-2014 or before</th>
<th>First time 9th grade student entering 2014-2015 or after</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community-Based Training (off-campus)</td>
<td>300 hours</td>
<td>150 hours</td>
</tr>
<tr>
<td>FIRST OPTION - Paid Employment</td>
<td>240 hours</td>
<td>225 hours</td>
</tr>
<tr>
<td>(competitive employment)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SECOND OPTION - Unpaid Vocational Training</td>
<td>360 hours</td>
<td>225 hours</td>
</tr>
<tr>
<td>Unpaid Internships, Paid Employment at</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Rehabilitation Facilities,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and/or Community Service Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Work Hours Required</td>
<td>900 hours</td>
<td>600 hours</td>
</tr>
</tbody>
</table>

**First time 9th grade student entering 2014-2015 or after:**
- *The 225 hours of Paid/Competitive Employment should act as the FIRST OPTION for students, and consider the 225 hours of Unpaid Internships, Paid Employment at Community Rehabilitation Facilities, and/or Community Service Hours as the SECOND OPTION, only when Paid Employment is not attainable.
- LEA's are required to maintain documentation of their attempts to help the students secure paid employment hours through North Carolina Vocational Rehabilitation, Division of Services for the Blind, Workforce Innovation and Opportunity Act (WIOA) funded programs, and other appropriate adult employment service agencies. Each student must complete a career portfolio documenting completion of course of study requirements. The career portfolio is the exit document for OCS students. A Graduation Project has been created which should help students synthesize their experiences over the previous four years. Each senior will present his/her portfolio to a review team. They will rate the students on the presentation and on the contents of the portfolio. The IEP team, which includes parents and students, determines whether the occupational course of study is appropriate for a particular student based on his or her post-school transition needs and goals.

**Occupational Preparation I**

1 unit

**Prerequisite:** None

This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students will participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will be involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training in workforce development education courses and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of occupational preparation courses.
Occupational Preparation II
Recommendation: Occupational Preparation I
This course is designed to allow students to develop skills generic to all career majors; resource management, communication, interpersonal relationships, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include on-campus jobs and work-based learning activities. Job seeking skills also will be refined.

Occupational Preparation III
Recommendation: Occupational Preparation II
This course is designed to allow students to continue the development and begin the application of skills learned in occupational preparation I and II. Work-based learning activities are provided including community-based training, job shadowing, internships, situational assessment, cooperative education, and apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided.

Occupational Preparation IV
Recommendation: Occupational Preparation III
This course gives students the opportunity to synthesize all the skills acquired in previous occupational preparation courses and apply them to their personal career choice. This course allows students to solve work-related problems experienced in competitive employment, practice self-advocacy skills and master the theoretical and practical aspects of their career choice. Students finish completing the 360 hours of integrated competitive employment in a community setting required for successful completion of the occupational course of study. Students also will develop a job placement portfolio that provides an educational and vocational record of their high school experience.

Occupational English I
Prerequisite: None
The curriculum includes inquiry in the following content areas: the writing process, reading comprehension strategies, appropriate language and conventions in various forms of communication, critical thinking in literature studies, and research methods. The curriculum is based on the Common Core State Standards for English.

Occupational English II
Recommendation: Occupational English I
The curriculum includes inquiry in the following content areas: creating increasingly complex oral and written responses and presentations, utilizing various strategies to increase comprehension of various forms of communication, analyze various formats of texts, evaluation and comparison of world literature in relation to historical and current events, and research and presentation of products focusing on global issues. The curriculum is based on the Common Core State Standards for English.

Occupational English III
Recommendation: Occupational English II
The curriculum includes inquiry in the following content areas: literacy and informational texts, communication skills in the workplace/educational/independent living settings, applying written and oral communication strategies in various domains, problem-solving skills, and evaluations informational texts. The curriculum is based on the Common Core State Standards for English.

Occupational English IV
Recommendation: Occupational English III
The curriculum includes inquiry in the following content areas: applying information from various formats of information to adult-living activities, complete functional templates and forms as related to adult-living activities, and demonstrate an understanding of cause and effect on a given real life problems and use problem solving skills to develop appropriate solutions to situations. The curriculum is based on the Common Core State Standards for English.

Introduction to Mathematics I
Prerequisite: None
The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. In conjunction with Occupational Algebra I (Common Core Math I), 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.

Occupational Math I

Occupational Math I Part A

Occupational Math I Part B

Recommendation: Introduction to Mathematics I

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. In conjunction with Introduction to Mathematics I, 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. All students are required to take the North Carolina Math I state assessment.

Occupational Financial Management

Recommendation: Occupational Math I

The curriculum includes inquiry in the following content areas: Personal financial planning and management, federal and state income taxes, wages and compensation, and understanding of credit, insurance and applying math skills to consumer spending.

Occupational Applied Science

Prerequisite: None

This course focuses on the function of the earth’s systems. Emphasis is placed on matter, energy, crystal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material. Through the earth system, laboratory experiences are integral parts of the course.

Occupational Biology

Recommendation: Occupational Applied Science

This course is designed to continue student investigations of the biological sciences. High school inquiry is expanded to include more abstract concepts such as the function of DNA, biological evolution, and the interdependence of organisms. The curriculum also includes the cell, the molecular basis of heredity, biological evolution, matter, energy, and organization in living systems, and the behavior of organisms. All students are required to take the North Carolina Biology state assessment.

American History: The Founding Principles, Civics and Economics

Prerequisite: None

American History: The Founding Principles, Civics and Economics has been developed as a course that provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance. The essential standards of this course are organized under three strands – Civics and Government, Personal Financial Literacy and Economics. Taken together, these three strands should help to prepare students to become responsible and effective citizens in an interdependent world.

American History I: Founding Principles

Prerequisite: None

American History I (1492-1877) is the first of a two part history of the United States of America. This course is intended to introduce students to key figures, historical events, political, religious, economic, and intellectual movements that significantly influenced the founding and development of the United States up to the year 1877.
American History II  
Recommendation: American History I: Founding Principles  
American History II (1877-present) is the second of a two part history of the United States of America. In American History II, students will continue to deepen their study of American History, focusing on the period beginning with the end of the Reconstruction period in 1877 and continuing through the present. This course is intended to introduce students to key figures, historical events, political, religious, economic, and intellectual movements that significantly influenced the period following Reconstruction to the modern day superpower that America has become.

![Life Skills Program](image)

The high schools in Johnston County offer an environment to students in the Life Skills Program which allows them to participate in a functional curriculum with the following characteristics: community-referenced, integrated, longitudinal, and community-based. The Life Skills program is the adaptive curriculum for those with significant cognitive disabilities. It follows the Extended Content Standards as outlined by DPI. Students take the following courses:

<table>
<thead>
<tr>
<th>Functional Language Arts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9th grade</td>
<td>1 unit</td>
</tr>
<tr>
<td>10th grade</td>
<td>1 unit</td>
</tr>
<tr>
<td>11th grade</td>
<td>1 unit</td>
</tr>
<tr>
<td>12th grade</td>
<td>1 unit</td>
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</tbody>
</table>

Functional academics provide the development of skills and understanding that enable students to interact with the environment independently to the extent of their abilities. This includes the ability to express thoughts and ideas in a format that is most appropriate, communicate wants and needs effectively and appropriately, and access and apply text to daily life. The language arts component encompasses reading, writing, and oral communication skills based on the student’s individual needs as stated in the IEP.

<table>
<thead>
<tr>
<th>Functional Math</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9th grade</td>
<td>1 unit</td>
</tr>
<tr>
<td>10th grade</td>
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<tr>
<td>11th grade</td>
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</tr>
<tr>
<td>12th grade</td>
<td>1 unit</td>
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The math component aligns with concepts from Math 1 as well as financial management and includes the concepts of time, money, measurement, calendar, and basic math operations based on the individual student’s needs as stated in the IEP.

<table>
<thead>
<tr>
<th>Vocational Experience</th>
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</tr>
</thead>
<tbody>
<tr>
<td>9th grade</td>
<td>1 unit</td>
</tr>
<tr>
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<tr>
<td>11th grade</td>
<td>1 unit</td>
</tr>
<tr>
<td>12th grade</td>
<td>1 unit</td>
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</table>

These courses are for students to develop entry-level job skills and competencies. They include student assessment, career exploration, and employability skill development. After students identify job interests and develop job-seeking skills, they may be placed at a paid or non-paid work site in the community.

<table>
<thead>
<tr>
<th>Functional Social Studies/Science</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9th grade</td>
<td>1 unit</td>
</tr>
<tr>
<td>10th grade</td>
<td>1 unit</td>
</tr>
<tr>
<td>11th grade</td>
<td>1 unit</td>
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<tr>
<td>12th grade</td>
<td>1 unit</td>
</tr>
</tbody>
</table>

This course is designed to assist students to develop a store of general knowledge of their world in the areas of social studies and science. In Social Studies, students focus on self-advocacy and American History along with identifying helpful agencies in society and learning general information about North Carolina. In Science, Students focus on biology and life science including safety, conservation, healthy living, and hygiene.
### Prevocational Skills

<table>
<thead>
<tr>
<th>Grade</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th grade</td>
<td>1 unit</td>
</tr>
<tr>
<td>10th grade</td>
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<tr>
<td>11th grade</td>
<td>1 unit</td>
</tr>
<tr>
<td>12th grade</td>
<td>1 unit</td>
</tr>
</tbody>
</table>

This course concentrates on acceptable work behaviors, positive attitudes and proper employee-employer relationships. A setting is provided that simulates the work activities of a factory, warehouse, or community business. Students are assisted in developing a sense of organization, dependability, speed, and quality production.

### Socialization Leisure Skills

<table>
<thead>
<tr>
<th>Grade</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th grade</td>
<td>1 unit</td>
</tr>
<tr>
<td>10th grade</td>
<td>1 unit</td>
</tr>
<tr>
<td>11th grade</td>
<td>1 unit</td>
</tr>
<tr>
<td>12th grade</td>
<td>1 unit</td>
</tr>
</tbody>
</table>

The socialization curriculum concentrates on skills needed to keep a job, maintain friendships, and be a socially responsible citizen. The curriculum includes assuming the roles associated with the development of acceptable manners, recognition and respect for authority, development of self-responsibility, and appropriate expression of emotions. Activities are related to actual experiences. Concepts lead to the student’s recognition of self as a valuable asset to society.

### Adaptive Computers I

1 unit

### Adaptive Computers II

1 unit

These courses are designed to provide the student with basic knowledge of computers as business and personal tools through the use of computer software. Jobs in the computer field will be explored. The use of a computer as a source of leisure activities will also be incorporated.
APPENDIX A
Johnston County Graduation Progress Checklist

English
- English I
- English II (EOC exam required)
- English III
- English IV

Math
- NC Math 1 OR
  Foundations of NC Math 1 and NC Math 1B
  (2 credits)
- NC Math 2 OR
  Foundations of NC Math 2 and NC Math 2B
  (2 credits)
- NC Math 3 OR
  Foundations of NC Math 3 and NC Math 3B
  (2 credits)
- 4th Math after NC Math 3: __________

Math Opt-Out*:
- Foundations of NC Math 1 and NC Math 1B
- Foundations of NC Math 2 and NC Math 2B
- NC Math 3
- Other: __________________________

Elective Concentration Area
Students must take 4 courses from one of the following areas:
- Humanities (English & Social Studies Electives)
- STEM (Science, Tech, Engineering, Math)
- AP Courses/College Transfer Courses
- World Languages
- Career Technical Pathway:
  __________________________
- ROTC
- Arts
- AVID
- Advanced PE (3 PE & 1 Higher Level)
  1. __________________________
  2. __________________________
  3. __________________________
  4. __________________________

Electives
Two of the following electives must be from Career & Technical, the Arts, or World Languages unless it is the concentration area.
- __________________________
- __________________________
- __________________________
- __________________________
- __________________________
- __________________________

Social Studies
- World History
- American History: Founding Principles, Civics & Economics
- American History I
- American History II

Healthful Living
- Health & P.E.
Johnston County Graduation Progress Checklist
Occupational Course of Study (for students who entered 9th grade prior to 2014-2015)

English
- OCS English I
- OCS English II
- OCS English III
- OCS English IV

Math
- OCS Introduction to Mathematics
- OCS Math I
- OCS Financial Management

Science
- OCS Applied Science
- OCS Biology

Social Studies
- OCS Social Studies I
- OCS Social Studies II

Healthful Living
- Health & P.E.

Occupational Preparation
6 credits
- Occupational Prep I
- Occupational Prep II (2 credits)
- Occupational Prep III (2 credits)
- Occupational Prep IV

Career & Technical Education
1. __________________________
2. __________________________
3. __________________________
4. __________________________

Electives
- __________________________
- __________________________
- __________________________
- __________________________
- __________________________
- __________________________
- __________________________

Additional Requirements:
- Career Portfolio
- 300 hours of school-based training
  - 9th: _________
  - 10th: _________
  - 11th: _________
  - 12th: _________
- 240 hours of Community Based Vocational Training
  - 10th: _________
  - 11th: _________
  - 12th: _________
- 360 Hours of Competitive Employment (Paid)
  - 11th: _________
  - 12th: _________
- IEP Goal/Objective Met
- Computer Skills Proficiency Met for IEP
**APPENDIX B-2**

**Johnston County Graduation Progress Checklist**

Occupational Course of Study (for students who entered 9th grade in/after 2014-2015 but before 2017-2018)

---

**English**
- OCS English I
- OCS English II
- OCS English III
- OCS English IV

**Math**
- OCS Introduction to Mathematics
- OCS Math I

**Science**
- OCS Applied Science
- OCS Biology

**Social Studies**
- American History I
- American History II

**Healthful Living**
- Health & P.E.

**Occupational Preparation**
- 6 credits
  - Occupational Prep I
  - Occupational Prep II (2 credits)
  - Occupational Prep III (2 credits)
  - Occupational Prep IV

**Career & Technical Education**
1. ______________________
2. ______________________
3. ______________________
4. ______________________

**Electives**

**Additional Requirements:**
- Career Portfolio
- 150 hours of school-based training
  - 9th: _______
  - 10th: _______
  - 11th: _______
  - 12th: _______

- 225 hours of Community Based Vocational Training
  - 10th: _______
  - 11th: _______
  - 12th: _______

- 225 Hours of Competitive Employment (Paid)
  - 11th: _______
  - 12th: _______

- IEP Goal/Objective Met
- Computer Skills Proficiency Met for IEP
APPENDIX B-3
Johnston County Graduation Progress Checklist
Occupational Course of Study (for students who entered 9th grade in 2017-2018 or later)

English
- OCS English I
- OCS English II
- OCS English III
- OCS English IV

Electives
- ______________________________
- ______________________________
- ______________________________
- ______________________________

Math
- OCS Introduction to Mathematics
- OCS Math I
- OCS Financial Management, Alternate Math II, OR Personal Finance

Science
- OCS Applied Science
- OCS Biology

Social Studies
- American History: Founding Principles, Civics and Economics
- American History I OR American History II

Healthful Living
- Health & P.E.

Additional Requirements:
- Career Portfolio
- 150 hours of school-based training
  - 9th: __________
  - 10th: __________
  - 11th: __________
  - 12th: __________

- 225 hours of Community Based Vocational Training
- 225 Hours of Competitive Employment (Paid)
  - 11th: __________
  - 12th: __________

Occupational Preparation
6 credits
- Occupational Prep I
- Occupational Prep II (2 credits)
- Occupational Prep III (2 credits)
- Occupational Prep IV

Career & Technical Education
1. ________________
2. ________________
3. ________________
4. ________________

- IEP Goal/Objective Met
- Computer Skills Proficiency Met for IEP
# APPENDIX C

## Academic Working Plan for Student

**Student Name:** ___________________________  **High School Entry Year** _______________

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Course:</td>
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<td>English Course:</td>
<td>English Course:</td>
</tr>
<tr>
<td>Math Course:</td>
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<td>Math Course:</td>
<td>Math Course:</td>
</tr>
<tr>
<td>Science Course:</td>
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<td>Science Elective or Additional Course</td>
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<td>Social Studies Course or Additional Course</td>
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<tr>
<td>Additional Course:</td>
<td>Additional Course:</td>
<td>Additional Course:</td>
<td>Additional Course:</td>
</tr>
</tbody>
</table>

Note: Students should complete the additional course sections with elective courses based on their chosen concentration area (see pg. 4).

Pathway: ____________________________________

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