

## WEIGHTED GRADES

This policy rewards students for taking the more advanced courses by counting the grade more in a student's Quality Point Average (QPA).

Historically, a student's QPA has been figured by multiplying the number of units times 4 quality points for an A, 3 for a B, 2 for a C, 1 for a D, and 0 for an F, adding the number of points produced, and dividing the sum by the number of units attempted. Under the plan for weighting grades in advanced courses, students would receive 5 quality points for an A in that course, 4 for a B, 3 for a C, 2 for a D, and 0 for an F. Hence, a B in a weighted course would be equal to an A in a non-weighted course, and so forth. A 6- point scale is used for Advanced Placement Classes.

All **Advanced Placement** courses require students to take the **AP exam** and are designated as 6-point courses.

## MINIMUM COURSE REQUIREMENTS FOR UNDERGRADUATE ADMISSION TO UNC INSTITUTIONS

**Individual constituent institutions may require other courses in addition to the minimum requirements.**

For some transfer students and students who graduated from high school prior to 2004, special considerations have been made.

### Effective in Fall 2006

Six course units in **language**, including

- four units in **English** emphasizing grammar composition, and literature, and
- two units of a **language other than English**

Four course units of **mathematics**, in any of the following combinations:

- algebra I and II, geometry, and one unit beyond algebra II
- algebra I and II, and two units beyond algebra II, or
- integrated math I, II, and III, and one unit beyond integrated math III.

*(The fourth unit of math affects applicants to all institutions except the North Carolina School of the Arts.)*

Three course units in **science**, including

- at least one unit in a life or **biological science** (for example, biology)
- at least one unit in **physical science** (for example, physical science, chemistry, physics), and
- at least one **laboratory course**.

Two course units in **social studies**, including one unit in **U.S. History**, but an applicant who does not have the unit in U.S. History may be admitted on the condition that at least three semester hours in that subject will be passed by the end of the sophomore year.

## THE UNIVERSITY OF NORTH CAROLINA\*

*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 the Arts\* North Carolina State University at Raleigh\* Pembroke State University\* University of North Carolina at Asheville\* University of North Carolina at Chapel Hill\* University of North Carolina at Charlotte\* University of North Carolina at Greensboro\* University of North Carolina at Wilmington\* Western Carolina University\* Winston-Salem State University\**



# INTRODUCTION TO THE PROGRAM OF STUDIES

The Program of Studies has been developed to assist you with determining the courses in which you wish to register. The course offerings that follow may change due to preregistration results and teacher allotments at each school.

**Preregistration results often indicate a need to offer more sections of a particular course than anticipated and also may indicate a need to delete a course due to an insufficient number of students showing a need or desire for that course.**

Please read the course descriptions carefully. Pay particular attention to the credit a course carries and the prerequisites that may have to be completed before enrolling in that particular course. Students and parents with questions should contact the personnel at the school to get additional information. Specific questions should be addressed to the administration and/or counselor at each school. Additional information about a particular course can be obtained by talking directly to the teacher or department head for that area.

## HAYWOOD COUNTY SCHOOLS

Superintendent  
1230 North Main Street  
Waynesville, NC 28786

### **NON-DISCRIMINATION STATEMENT**

THE HAYWOOD COUNTY BOARD OF EDUCATION IS COMMITTED TO A POLICY OF NON-DISCRIMINATION IN RELATION TO RACE, SEX, MARITAL STATUS, PREGNANCY, PARENTHOOD, AGE, RELIGION, NATIONAL ORIGIN, HANDICAPPING CONDITION, LIMITED ENGLISH PROFICIENCY OR CITIZENSHIP STATUS.

IF AN INDIVIDUAL FEELS THAT HE/SHE HAS BEEN DISCRIMINATED AGAINST BECAUSE OF RACE, SEX, MARITAL STATUS, PREGNANCY, PARENTHOOD, AGE, RELIGION, NATIONAL ORIGIN, HANDICAPPING CONDITION, LIMITED ENGLISH PROFICIENCY OR CITIZENSHIP STATUS CONTACT CAROL DOUGLAS, HUMAN

RESOURCE DIRECTOR AT 1230 NORTH MAIN STREET, WAYNESVILLE, NC 28786. TELEPHONE NUMBER: (828) 456-2400.

In the courses requiring EOC's, the tests will count twenty-five (25) percent of the final grade.

## **ENGLISH**

**\*NOTE: No student can repeat the same English course in a given school year.** ALL Honors/AP students will be expected to read several titles from an approved list. English teachers will provide students with the necessary information before school ends.

### **10292 COMMUNICATIONS 1**

Credit: 1 unit

Prerequisite: Completion of the 8<sup>th</sup> grade

A focus on the basics of English—grammar, writing, speaking, vocabulary and pre-literature. Required of freshmen in the fall semester who score achievement level 1 or 2 on the 8<sup>th</sup> grade EOG.

### **ENGLISH I - 10212**

Credit: 1 unit

Prerequisite: Completion of the 8th grade

English I is a comprehensive study of literature by genre (i.e. short story, drama, epic poetry, nonfiction, poetry, and novel). With literature as the core of the curriculum, additional study is given to grammar, vocabulary, composition, editing, and higher level thinking skills.



**ENGLISH II - 10222**

Credit: 1 unit

Prerequisite: English I

This course is a survey course in world literature from ancient times to the present. Emphasis is placed on elements of good writing, analysis of literature, vocabulary development, speaking, and research.

**ENGLISH III - 10232**

Credit: 1 unit

Prerequisite: English II

A survey course in American literature, English III emphasizes analytical, expository, and creative writing skills, grammar, vocabulary study, methods of research, problem solving, and high order thinking skills.

**ENGLISH IV - 10242**

Credit: 1 unit

Prerequisite: English III

This course is a study of British literature designed to develop high level reading skills, research, cooperative problem solving, SAT preparation, analytical and expository writing skills, and public speaking.

## **MATHEMATICS**

**INTRODUCTORY MATH - 20202**

Credit: 1 unit

Prerequisite: Completion of the 8th grade

Introductory Mathematics provides students a survey of preparatory topics for high school mathematics, including the foundations for high school algebra and geometry. Appropriate technology, from manipulatives

to calculators, should be used regularly for instruction and assessment.

**FOUNDATIONS OF ALGEBRA - 20212**

Credit: 1 unit

Prerequisite: Completion of the 8th grade

Foundations of Algebra covers half of the NC Standard Course of Study for Algebra I. Algebra I continues the study of algebraic concepts. It includes operations with polynomials and matrices, creation and application to linear functions and relations, algebraic representations of geometric relationships, and an introduction to nonlinear functions. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Appropriate technology, from manipulatives to calculators, should be used regularly for instruction and assessment.

**ALGEBRA I Level 2 - 20222**

Credit: 1 unit

Prerequisite: Foundations of Algebra

A continuation of Foundations of Algebra. Both courses must be successfully completed to receive credit for Algebra I. It will take a student one year to complete Algebra I if they choose to enroll in Foundations of Algebra and Algebra I Level 2. Students will continue the use of graphing calculators to enhance algebraic concepts through concrete and abstract models. The course reviews concepts taught in Foundations of Algebra and finishes the NC Standard Course of Study for Algebra I.



**ALGEBRA I-C - 20232**

Credit: 1 unit

Prerequisite: Grade of "B" or higher in 8th grade Math. Level 3 or higher on 8th grade EOG.

Algebra I-C continues the study of algebraic concepts. It includes operations with polynomials and matrices, creation and application of linear functions and relations, algebraic representations of geometric relationships, and an introduction to nonlinear functions. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment. Algebra I-C is all the curriculum of Foundations of Algebra and Algebra I Level 2 in one semester instead of two semesters. Students who fail Algebra IC will be placed in Foundations of Algebra and Algebra I Level II.

**ALGEBRA II - 20242**

Credit: 1 unit

Prerequisite: Geometry

Algebra 2 continues students' study of advanced algebraic concepts including functions, polynomials, rational expressions, systems of function and inequalities, and matrices. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Emphasis should be place on practical applications and modeling. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

**TECHNICAL MATH I - 20152**

Credit: 1 unit

Prerequisite: Algebra I

Technical Mathematics 1 continues students' study of algebra and geometry, building upon middle school and

Algebra 1 topics. Problem solving, measurement, special relationships in right triangles, transformations, and geometric applications of algebra are the topics to be studied in an application-centered environment. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

**TECHNICAL MATH II - 20172**

Credit: 1 unit

Prerequisite: Technical Math I or Algebra II

Technical Mathematics 2 continues students' study of algebra and geometry, building upon middle and high school topics. Geometry, functions, and statistical methods for estimation and prediction are the topics to be studied in an application-centered environment. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

**GEOMETRY - 20302**

Credit: 1 unit

Prerequisite: Algebra I-Level 2 or Algebra I-C

Geometry continues students' study of geometric concepts building upon middle school topics. Students will move from an inductive approach to deductive methods of proof in their study of two- and three-dimensional geometric figures. Reasoning skills will be emphasized and students will broaden their use of the coordinate plane. Appropriate technology, from manipulatives to calculators and graphics software, should be used regularly for instruction and assessment.

**ADVANCED FUNCTIONS AND MODELING - 20252**

Credit: 1 unit

Prerequisite: Algebra II credit and teacher recommendation.

Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications should originate. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

**DISCRETE MATHEMATICS - 20502**

Credit: 1 unit

Prerequisite: Algebra II and teacher recommendation

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. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

### **STUDY SKILLS-ACT/SAT PREP - 95102**

Credit: 1 unit    Fall - Seniors    Spring - Juniors

Prerequisite: Completion of, or currently enrolled in Algebra II, minimum PSAT score required.

This course is to provide math and verbal strategies and practices to help students understand the nature of standardized tests like the SAT and ACT, and score well on these tests. In recent years, students enrolled in this course have achieved an average increase of 150 points in their SAT performance.

\*Juniors meeting prerequisite will take this course during spring semester and Seniors during fall semester.

## **SCIENCE**

### **BIOLOGY I – 30202**

Credit: 1 unit

Prerequisite: Pass Earth/Environmental Science

A study of the cellular, genetic, evolutionary, and ecological levels of the living world.

### **EARTH/ENVIRONMENTAL SCIENCE- 30382**

Credit: 1 unit

Prerequisite: Successful completion of the 8<sup>th</sup> grade.

The earth/environmental science curriculum focuses on the functions of the earth's systems. The curriculum includes the study of astronomy, meteorology, geology, and oceanography. This inquiry-based course emphasizes the scientific method, environmental awareness, natural resources, and conservation practices.



### **PHYSICAL SCIENCE – 30102**

Credit: 1 unit

Prerequisite: Pass Earth/Environmental Science and Biology I

An integration of topics from physics and chemistry and emphasis on energy and motion, electricity and magnetism waves, sound and light, the structure and properties of matter, and chemical reactions.

### **CHEMISTRY I – 30502**

Credit: 1 unit

Prerequisites: Biology I and a grade of C or higher in Algebra II.

A study of the basic principles of chemistry including matter and energy, atomic structure, chemical reactions, the mathematics of chemistry, and laboratory practices.



## **SOCIAL STUDIES**

### **WORLD HISTORY - 40242**

Credit: 1 unit

Required for all Freshmen

This course examines the world through time, focusing on the historical development of phenomena, and the rise and fall of civilizations and their unique contributions to humanity.

### **CIVICS AND ECONOMICS - 40522**

Credit: 1 unit

Required for ALL Sophomores

Pre-requisite: A credit in World History

This course is required for ALL graduates. Through the study of US civics and economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens. Students will learn a practical understanding of these systems that affect their lives. This course serves as a foundation for US History. Students enrolled in this course must take and pass the state mandated EOC.

### **UNITED STATES HISTORY – 40212**

Credit: 1 unit

Prerequisite: 1 unit in World History and 1 unit in Civics/Economics.

This course is required for all juniors. Students build on a historical perspective gained from the 8th grade study of North Carolina, World History and Civics/Economics. The course provides a survey of United States History from the colonial era to the present, with emphasis on the economic, social, and political developments of the twentieth century. Students enrolled in this course will be required to take and pass the state End of Course Test in U.S. History.

### **EUROPEAN HISTORY - 40232**

Credit: 1 unit

Prerequisite: Successful completion of US History

This course is a *Senior Academic* elective. The history of Europe from the Renaissance to the present day will be covered. The impact of Europe on the rest of the world will be a special emphasis.

## **FOREIGN LANGUAGE**

### **SPANISH I – 10512**

Credit: 1 unit

Students will learn the basic skills of the Spanish language: vocabulary, tenses, expressions, and conversation. They will be introduced to phonetics and develop skills. They will also be introduced to the Hispanic culture and an understanding of the benefits of learning a second language.



### **SPANISH II – 10522**

Credit: 1 unit

Prerequisite: Spanish I

Students will develop a deeper approach to the management of Spanish as a second language. They will study grammatical structures, complex phonetics and more specific vocabulary. They will learn how to apply the language in everyday situations feeling more comfortable in the use of it.

### **FRENCH I – 10412**

Credit: 1 unit

The first year students begin to develop listening and oral skills and to create a vocabulary and grammar base for their cultural studies.

### **FRENCH II – 10422**

Credit: 1 unit

Prerequisite: French I

The second year students intensify their listening and oral practices, focusing on pronunciation. There is a continuation of grammar-based instruction. French music, food and customs will be studied.

## **HEALTH AND PHYSICAL EDUCATION**

**NOTE: More than one P.E. per semester must have departmental approval.**

### **HEALTH/PE**

**901121 - Girls**

**901122 - Boys**

Credit: 1 unit

Prerequisite: Completion of the 8<sup>th</sup> grade

The purpose of health and physical education is to provide appropriate instruction for building a healthy body, mind, and character in each student. Health/PE is required for graduation.

### **TEAM SPORTS – 901523**

Credit: 1 unit

Prerequisite: Completion of the 9<sup>th</sup> grade

Class designed for individuals enjoying the thrill of competition in team sports. Dress-out required. Team sports included will be volleyball, soccer, basketball, softball, flag football, floor hockey, and team handball.



### **BEGINNING WEIGHTS – 901524 – Boys 901525 – Girls**

Credit: 1 unit

Prerequisite: Completion of the 9<sup>th</sup> grade

Interest in development of maintenance of strength and muscle for fitness. Dress-out required.

### **ADVANCED/ATHLETICS WEIGHTS – 901526**

Credit: 1 unit

Prerequisite: Completion of the 9<sup>th</sup> grade (separate sections for males/females)

Development of muscular strength and endurance, flexibility and agility. Dress-out required. Participation in sports is recommended.



## **FINE ARTS INSTRUMENTAL MUSIC DEPARTMENT**

### **BAND – 52552**

Credit: 1 unit

Prerequisite: Successful completion of middle school band.

Students will continue their study of instrumental music through large and small ensemble study. This is a

performance oriented course and some after school rehearsals and concerts are required for students wanting to participate in any of the after school activities the band program offers. Exception – color guard.

### **MUSIC APPRECIATION - 52202**

Credit: 1 unit

Prerequisite: Completion of the 8th grade

This course will be an overview of music history focusing on all major musical periods, composers, performers and music notation beginning in the Middle Ages through music of the early 1900s. Several research projects will be required for this course as well as keeping a music notebook throughout the semester.



### **CHORUS I - 52302**

Credit: 1 unit

Prerequisite: Completion of the 8th grade. Previous choral experience recommended but not required

Students will be taught the fundamentals of musical notation, proper care of the voice, vocal production, and various types of musical literature. This is a performance-oriented course with required concerts.

### **CHORUS II - 52312**

Credit: 1 unit

Prerequisite: Chorus I and/or teacher approval

This course is for students who have had Chorus I and are basic music readers. Students will continue to develop individual and group techniques in voice. This is a performance-oriented course with required concerts.

### **ORION SHOW CHOIR - 52321**

Credit: 1 unit

Prerequisite: Chorus I (minimum) and by audition. Spring semester only.

This is a performance-oriented class. Students will be required to participate in mandatory concerts, extra rehearsals. Students will be required to travel to competition. Broadway, jazz and contemporary music will be incorporated with choreography into the structure of the class. Students in this class will be required to purchase a formal singing ensemble for approximately \$45.00 and a shirt for \$12.00.

## **DRAMA– 53152**

Credit: 1 unit

Prerequisite: Completion of 8<sup>th</sup> grade; interest in the dramatic arts.

This course is an academically structured overview of theater including beginning dramatic performances and history of drama. The student must demonstrate and maintain self-control to develop skills necessary to explore the areas of improvisation, pantomime, and vocal control, dictation, characterization, stage make-up, basic set design and lighting, and the origins of drama throughout the world.

## **ART I - 54152**

Credit: 1 unit

Prerequisite: Completion of the ninth grade

This course provides the fundamentals allowing the student to approach art as simply cultural enrichment, avocation, or a preparatory course for the following career areas: architecture, art education, graphic design and illustration, fine arts production, industrial and interior design, and art history. Contains short courses in drawing, design, painting, printmaking, 3-dimensional design, and sculpture. The course includes a survey of art history from prehistoric to 20th century concentrating on the progression of the art process and the comparison of art to established cultures and periods in history. Supplies for the class will cost \$10.00.



## **ART II - 54162**

Credit: 1 unit

Prerequisite: Art I

This course is designed specifically for students interested in pursuing an art based career such as architecture, art education, graphic design, museum management, interior, industrial, or fashion design, and fine arts production. The course consists of an introductory course in photography, advanced technical instruction in drawing, painting, sculpture, design, and printmaking. Student will be expected to produce major works of art using advanced technologies and media over

sustained periods of time. Students will be required to begin work on a portfolio and develop a personal drawing style. The course includes a survey of art history from 1900 to the present time concentrating on the progression of the art process and the comparison of art to established cultures and periods in history. Supplies for the class will cost \$10.00.

# **CAREER DEVELOPMENT**

## **CAREER MANAGEMENT – 61452**

Credit: 1 unit

Prerequisite: None

This course is designed to prepare students to locate, secure, keep, and change careers. Competencies for this course are based on the National Career Development Guidelines. Strategies for this course include teamwork, technology, problem solving, decision-making, goal setting, and self-management.

# **CAREER AND TECHNICAL EDUCATION**

## **AGRICULTURE**

### **ANIMAL SCIENCE I - 68212**

Credit: 1 unit

Prerequisite: None

This course is an excellent class for students interested in taking pre-vet at college and those thinking of careers dealing with farm animals. Our barn on campus allows this class to keep sheep and goats so students can practice what they learn in class about health (giving shots & deworming) and other management practices such as shearing. Students learn to groom their animals and break them to lead; those wanting to may show their animal at the county fair. This course also provides basic scientific principles and processes that are involved in animal physiology, breeding, health care and nutrition. Leadership activities through the FFA provide opportunities for practical application of instructional competencies. Open to students 9 - 11 grades.





### **ANIMAL SCIENCE II – 68222**

Credit: 1 unit

Prerequisite: Animal Science I

This course includes a continuation of the sheep and goat project similar to Animal Science I. Students will work in the barn with the animals as well as in the classroom expanding upon the skills developed in Animal Science I. Classroom topics include animal waste management, animal genetics, breeding, economics, etc. Leadership opportunities through the FFA are also available and encouraged.

### **EQUINE SCIENCE I – 6825**

Credit: 1 unit

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. Skills in biology, chemistry and mathematics are reinforced in this course. Opportunities for students to gain hands-on experience will be included in this course through our miniature horse project on campus. Supervised agricultural experience programs and FFA leadership activities are internal components of the course.

### **EQUINE SCIENCE II – 6826**

Credit: 1 unit

Prerequisite: Equine Science I

The course focuses on more advanced applications of feeding, breeding, and management practices involved in the horse industry. Content knowledge in biology, chemistry, and algebra are reinforced in this class. Work-based learning strategies appropriate for this course are agriscience projects, internships, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

### **HORTICULTURE I (GREENHOUSE/PLANT) - 68412**

Credit: 1 unit

Prerequisite: None

In this course students grow flowers, vegetables and hanging baskets in the greenhouse each spring semester. In class the topics of study include plant growth and development, plant nutrition, soil selection, plant identification of greenhouse crops, pest management, customer relations, career opportunities, and leadership development. This knowledge is utilized when the greenhouse is opened to the public after spring break. Customers come in to buy the plants which students have grown and students use the skills they have learned in class to help wait on the customers. Leadership opportunities through the FFA are also available if desired. Open to students 9 - 11 grades.



### **HORTICULTURE II - 68422**

Credit: 1 unit

Prerequisite: Horticulture I

The course expands skills from Horticulture I. These students will study topics such as greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, lawn and turf grass management and leadership/personal development. Classes also use work-based learning strategies in the greenhouse and wait on customers in the spring. FFA leadership activities are available.

### **AGRICULTURAL/HORTICULTURE ADVANCED STUDIES – 68992**

Credit: 1 unit

Prerequisite: Three technical credits in an agriculture area; an A, as well as a Level IV score in the Level II class, and/or teacher recommendation.

This is a three-phased exit course for **seniors** that are career-focused in agricultural education. The three components of the program include a research paper, a product, and a presentation. Students demonstrate their

ability to use content and apply knowledge to real-world situations in a career major. In addition, they will also demonstrate their ability to write, speak, apply knowledge, problem-solve, and use life skills such as time management, planning, follow-through, and organization. Students work under the guidance of a teacher facilitator in collaboration with community members, business representatives and other school-based personnel.

## **BUSINESS**

### **PRINCIPLES OF BUSINESS AND PERSONAL FINANCE - 62002**

Credit: 1 unit

Prerequisite: None

This is an introductory course covering principles and concepts that will be the foundation for future study of business and the management of work projects. Topics of study include basic business principles; personal finance concepts; management concepts; systems thinking and quality management; and the current environment for business in a multinational marketplace. Communication skills and basic mathematical concepts are reinforced in this course.



### **COMPUTER APPLICATIONS I - 64112**

Credit: 1 unit

Prerequisite: Keyboarding Skill

This course is designed to help students master advanced skills in the areas of word processing, database management, spreadsheet, telecommunications, desktop publishing, and presentation application. Emphasis is on data communications, Internet and e-mail, as well as skill development in the integration of software application, ethical issues pertaining to information systems, and information technologies careers. Communication skills and critical thinking are reinforced through the software applications. Simulations, projects, and teamwork provide opportunities for application of instructional competencies.



### **COMPUTER APPLICATIONS II - 64122**

Credit: 1 unit

Prerequisite: Computer Applications I

This course is designed to help students master advanced skills in the areas of complex desktop publishing, internet research strategies and uses, multimedia applications, technology devices, and website development. Emphasis is placed on skill development and refinement of skills in information technologies area. Communication skills and critical thinking are reinforced through software applications. Simulations, projects, and teamwork provide opportunities for application of instructional competencies.

### **E-COMMERCE I (LEARN NC) ONLINE – 64152**

Credit: 1 unit

Prerequisite: Computer Applications II

This course is designed to help students master skills in the design and construction of complex web sites for conducting business electronically. Emphasis is on skill development in advanced web page construction and entrepreneurial applications of conducting business electronically as well as economic, social, legal, and ethical issues related to electronic business. Students will plan, design, create, publish, maintain, and promote an electronic business web site. Communication skills and critical thinking are reinforced through software applications. Students must be able to utilize time management skills and work independently.

### **DIGITAL COMMUNICATIONS SYSTEMS-65142**

Credit: 1 unit

Prerequisite: None

This course is designed to teach basic digital input skills including keying using the “touch” method, speech recognition, and use of hand held devices. Emphasis is on the daily use and operation of commonly used digital communication devices to develop skill with concentrated application of those skills in the production of business communication and correspondence.

Communication skills are reinforced as the students format, compose, and proofread. Digital devices include: PDAs, tablet PCs, voice recognition software, scanners, webcams, digital cameras, etc.

### **BUSINESS ADVANCED STUDIES - 65992**

Credit: 1 unit

Prerequisite: Three Business or Marketing credits in the Business Technologies pathway; one credit must be Computer Applications II. Student must have an A in the class as well as a Level IV VoCATS score and/or teacher recommendation.

This culminating course is for **seniors** who are focused in accounting and finance, business administration, business management and ownership, information technology, or office systems technology. The three parts of the course include writing a research paper, producing a product, and delivering a presentation. Students demonstrate their abilities to use content and apply knowledge to professional business situations. Assignments may include the study and design of web pages. In addition, they will also demonstrate their ability to write, speak, apply knowledge, problem-solve, and use life skills such as time management and organization. Students work under the guidance of a teacher-advisor in collaboration with community members, business representatives, and other school-based personnel.

## **FAMILY AND CONSUMER SCIENCES**

### **TEEN LIVING - 70152**

Credit: 1 unit

Prerequisite: None

This course examines life management skills in the areas of personal and family living; wellness, nutrition and foods; resource management; living environments; caring for children; fashion and clothing and job readiness. Emphasis is placed on students applying these skills during their teen years. Through simulated experiences, they learn to fulfill their responsibilities associated with the work of the family and community. Skills in mathematics, communication, science, technology, and personal and interpersonal relationships are reinforced in this course.

### **APPAREL DEVELOPMENT I - 70352**

Credit: 1 unit

Prerequisite: None

This course examines clothing design in the areas of preparation for clothing construction, basic clothing

construction techniques, consumer decisions, textiles, historical perspectives and design and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion. Skills in art, communication, mathematics, science and technology are reinforced in this course.



### **FOODS AND NUTRITION - 70452**

Credit: 1 unit

Prerequisite: None

Students learn to make informed choices about daily food. The content includes nutrition as it relates to health and appearance and food pattern and customs. Based on individual life styles including sports activities, student will identify personal nutrient needs. Students learn how to purchase and store food, select, use, and care for kitchen appliances; and prepare and serve foods creatively. A fee of \$21.00 is used to partially cover cost of groceries that students will prepare and eat.



### **PARENTING AND CHILD DEVELOPMENT - 70652**

Credit: 1 unit

Prerequisite: None

This course introduces students to responsible nurturing and basic application of child development theory. Emphasis is on the parents' responsibilities for and



influences on children while providing care and guidance. Skills in communication, resource management, and problem solving are learned.

### **ADVANCED STUDIES - FAMILY AND CONSUMER SCIENCES - 71992**

Credit: 1 unit

Prerequisite: 3 credits in Family & Consumer Sciences courses and an A in the class as well as a Level IV VoCATS score and/or teacher recommendation.

This is a culminating course for **seniors** that is focused on careers in the areas of food and nutrition, food science, dietetics, early childhood education, culinary arts and hospitality, apparel design, interior design, and community and family services. Students demonstrate their abilities to use content and apply knowledge to authentic situations in a selected career. In addition, they will demonstrate their abilities to write, speak, solve problems, and use life skills such as time management and organization. Skill development and FCCLA leadership activities provide opportunity to apply instructional competencies and workplace readiness skills. Students work under guidance of teacher-facilitator on individual projects and a specialized career focus.

## **HEALTH OCCUPATIONS**

### **ALLIED HEALTH SCIENCE I - 72112**

Credit: 1 unit

Prerequisite: Biology and Health

Investigates the health care delivery system, its services, occupations and related sciences. Topics include terminology, medical math, microbiology, anatomy and physiology, diseases/disorders, diagnoses, treatments, patient care regimens, career development and future technological innovations.

### **ALLIED HEALTH SCIENCES II - 72122**

Credit: 2 units

Prerequisite: Allied Health Sciences I (Seniors)

This course is designed to prepare potential health care workers, preferably seniors, to become effective and efficient multiskilled health team members. Emphasis is placed on the development of proficiency in employability skills, emergency care skills, safety skills, clerical skills, and health care skills. The work-based learning strategy appropriate for this course is a minimum 90-hour clinical internship where student interns deliver health care in local hospitals, medical/dental/veterinarian offices, nursing/convalescent/retirement facilities, wellness centers, etc. Skills in science, mathematics,

communications, health, and social studies are reinforced in this course. HOSA activities support networking with health care agencies and professionals through the development of clinical expertise and volunteerism.



## **MARKETING**

### **MARKETING - 66212**

Credit: 1 unit

Prerequisite: Completion of the 9th grade

This course is designed to help students develop basic knowledge, skills, and attitudes that will prepare them to enter the field of marketing. The course emphasizes the foundations of business, management, and entrepreneurship; economics; professional development; and communication and interpersonal skills. Included in these foundations are concepts such as distribution, financing, selling, pricing, promotion, marketing-information management, and product/ service management. Some careers areas in marketing include, but are not limited to, advertising, public relations, retail sales, and business management. Work-based learning strategies appropriate for this course include job shadowing, paid/unpaid internships, school-based enterprises, field trips, and/or cooperative education.

### **TRAVEL, TOURISM, AND RECREATION MARKETING - 66452**

Credit: 1 unit

Prerequisite: Completion of Marketing

Provides students with an understanding of the second largest industry in North Carolina, and one of the largest industries in the world. This course is designed to provide a foundation for students interested in a career in travel, tourism, and recreation marketing. Emphasis is placed on the hospitality/tourism industry (hotels, restaurants, recreation, etc.), customer relations, travel destinations, tourism promotion, economics and career development. Work-based learning strategies



appropriate for this course include cooperative education or paid/unpaid internships. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

**\*\*Cooperative on-the-job training is available in Marketing Education. Students must be enrolled in a Marketing class and can receive 1 unit of credit for the class and a second unit for the cooperative training if specific criteria are met.**

## **TRADE AND INDUSTRIAL EDUCATION**

### **INTRODUCTION TO TRADE AND INDUSTRIAL EDUCATION (OFFERED BOTH SEMESTERS) – 74002**

Credit: 1 unit

Prerequisite: Open to grades 9-10

This course introduces students to three career majors available in T & I Education. Students will rotate between machine shop (metals), carpentry, and welding. Topics include safety and beginning equipment skills, along with some hands-on work experiences. Students will remain in each area for six weeks.

### **CONSTRUCTION TECHNOLOGY I – 77212**

Credit: 1 unit (semester)

Prerequisite: Completion of the 9<sup>th</sup> grade

This course provides instruction in construction of grinders, floor joists, floor covering, walls, ceiling, and the setting of louvers, doors, and window frames in both residential and commercial structures.



### **CONSTRUCTION TECHNOLOGY II - 77222**

Credit: 2 units

Prerequisite: Construction Technology I and Algebra I (Geometry is recommended)

This course covers advanced technical aspects of carpentry with emphasis on development of skills introduced in Level I. Topics include plans, framing, footings, foundations, roofing, flashing, wall sheathing, insulation, vapor barriers, gypsum board, and underlayment. Skills in measurement, leadership, safety mathematics, and problem solving are reinforced in this course. Work-based learning strategies appropriate for this course are cooperative education and apprenticeship. Hands-on work experiences and VICA leadership activities provide many opportunities to enhance classroom instruction and career development.

### **CONSTRUCTION TECHNOLOGY III – 7723**

Credit: 2 units

Prerequisite: Construction Technology II

This course covers issues related to planning, management, finance, sales, labor, technology, community, health, environment, and safety. Topics include estimating, leveling instruments, forms, special framing, interior and exterior finishing, cabinets, built-ins, and metal studs. Skills in technical subjects, production, leadership, safety, problem solving, reading, and mathematics, are reinforced in this course. Work-based learning strategies appropriate for this course are cooperative education and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

### **COMPUTER ENGINEERING TECHNOLOGY I – 79912**

Credit: 1 unit

Prerequisite: Completion of the 9<sup>th</sup> Grade

Through this curriculum students learn to build and upgrade computers as well as provide technical support for their schools. Students who complete this course of study have the knowledge to pass the A+ Certification exam, the industry standard for computer service technicians. Students will need a good mathematical aptitude as well as problem-solving.

### **COMPUTER ENGINEERING TECHNOLOGY II – 79922**

Credit: 1 unit

Prerequisite: CET I

This course introduces the essential operating systems competencies for entry-level PC service technician. This course focuses on Comp TIA A+ Operating System Technologies exam objectives. Students will demonstrate knowledge of installing, configuring,

upgrading, troubleshooting, and repairing operating systems. Work-based strategies appropriate for this course are job shadowing, internship, cooperative education, and apprenticeships. Hands-on experiences and leadership activities provide many opportunities to enhance classroom instruction and career development.

### **FUNDAMENTALS OF TECHNOLOGY – 81102**

Credit: 1 unit

Prerequisite: None

Designed to introduce students to those principals and skills used in subsequent technology courses. Students learn to sketch solutions to problems, create technical drawings and presentations, build models, and apply creative problem solving methods. Emphasis is placed on accessing and communication information, using simple and complex tools in a safe manner, and increasing the students' awareness of the historical and contemporary implications of technology. Students are introduced to computer applications of computer-aided graphics, design software and computer aided manufacturing. Students develop a better understanding of the tools, techniques and processes of technology using design principles.

### **COMMUNICATION SYSTEMS - 81252**

Credit: 1 unit

Prerequisite: Fundamentals of Technology

Develops an understanding of past and contemporary communication principles and devices. Students develop graphic and electronic communication projects through the use of various media. Activities include the production of sketches, screen printing, computer assisted graphics, technical presentations, photographs and audio tapes. Students learn to apply the elements of good design to communication products.

### **ADVANCED TECHNOLOGY STUDIES - 80052**

Credit: 1 unit

Prerequisite: Fundamentals of Technology I, CET I and CET II; A in class and Level IV Vocats score and/or teacher recommendation.

This course allows **seniors** to pursue a topic of interest using knowledge and skills gained from previous workforce development and academic courses. Emphasis is placed on student-directed study and evaluation of a technological concept or application of technological tools. The assessment is structured to assure student identification of integrated science, mathematics, and language arts objectives. This course can be used for Technology Education career studies for students who have completed three technical credits in a career major. Work-based learning strategies appropriate for this course include school-based enterprise, job shadowing, service-learning projects, apprenticeship,

cooperative education and internship. This course and TSA technical and leadership activities allow students to pursue in-depth research and experimentation within technical and engineering fields.

### **METALS MANUFACTURING I - 76412**

Credit: 1 unit

Prerequisite: Completion of the 9th grade

Unit instruction in technical mathematics, layout procedures, specifications, print reading, and the use of basic hand tools and precision measuring instruments. Students will become familiar with basic machine processes of the lathe, milling machine, drill press, shaper, saws, grinders, and arc welding equipment.



### **METALS MANUFACTURING II - 76422**

Credit: 2 units (year long)

Prerequisite: Metals Manufacturing I

Advanced instruction is given with emphasis on the operations of the lathe, milling machine, drill press, shaper, saws, grinders, and arc welding equipment.

### **TRADE AND INDUSTRIAL METALS ADVANCED STUDIES - 79992**

Credit: 1 unit

Prerequisite: Three technical credits in Trade and Industrial Education including Metals II; A in class and Level IV Vocats score and/or teacher recommendation.

This culminating, career-focused course for seniors includes a research paper, product, and presentation. Emphasis is on students demonstrating their abilities to use content and apply knowledge to real-world situations. Teachers will provide classroom instruction, opportunities for hands-on work and other projects at each teacher's discretion.

**METALS MANUFACTURING III – 740921**

Credit: 2 units (year long)

Prerequisite: Metals Manufacturing II

Advanced instruction is given with emphasis on the operation of the lathe, milling machine, drill press etc. Instructional emphasis focuses on the development of the skills introduced in Metals II.

**DRAFTING I - 79212**

Credit: 1 unit

Prerequisite: Geometry is recommended

This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, geometric construction techniques, as well as CAD (computer assisted design), orthographic projection, and 3-D modeling. Skills in communication, mathematics, science, leadership, and problem-solving are reinforced in this course. Job shadowing is an appropriate work-based learning strategy for this course. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

**DRAFTING-ADVANCED STUDIES - 79992**

Credit: 1 unit

Prerequisite: Three credits in Trade and Industrial Education including Drafting II Architectural and Drafting II Engineering. A in class and Level IV on Vocats and/or teacher recommendation.

This course is focused on the principles, concepts, and use of complex graphic tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of CAD tools in the creation of floor plans, wall sections, and elevation drawings. Mathematics, science, and visual design concepts are reinforced. Work-based learning strategies appropriate for this course are apprenticeship and cooperative education. Hands-on work experiences and VICA leadership activities provide many opportunities to enhance classroom instruction and career development.

**DRAFTING-ARCHITECTURAL II - 79622**

Credit: 1 unit

Prerequisite: Drafting I

This course introduces students to advanced architectural design concepts. Emphasis is placed on the use of CAD tools in the design and execution of site and foundation plans as well as topographical information and detail drawings of stairs and wall sections. Teaming and problem-solving skills are reinforced in this course. Work-based learning strategies appropriate for this course are apprenticeships, internship, and cooperative education. Hands-on work experiences and VICA leadership activities provide many opportunities to enhance classroom instruction and career development. Geometry is a recommended prerequisite.

**DRAFTING ENGINEERING II**

Course Number: 79722

Prerequisite: Drafting I

This course focuses on engineering graphics related subjects introducing the student to symbol libraries, industry standards, and sectioning techniques. Topics include coordinate systems, principles of machine processes and gearing, and the construction of 3-D wire frame models using CAD. Mathematics, science, and mechanical engineering concepts involving the working principles and design of cams and gears are reinforced in this course. Work-based learning strategies appropriate for this course are apprenticeship, internships, and cooperative education. Hands-on work experience and VICA leadership activities provide many opportunities to enhance classroom instruction and career development.

**WELDING I - 76612**

Credit: 1 unit

Prerequisite: Completion of the 9th grade

Specific instruction given in metal fabrication and welding, thermal cutting, shielding arc welding, oxygen acetylene welding, arc welding, and welding inspections and testing.

**WELDING II - 76622**

Credit: 2 units (year long)

Prerequisite: Welding I

Advanced course in industrial and construction welding that serves as an introduction to MIG and TIG welding. Instructional emphasis focuses on the development of the skills introduced in Welding I.

**WELDING III – 740922**

Credit: 2 units (year-long)

Prerequisite: Welding II

Advanced course in industrial and construction welding that serves as an introduction to MIG and TIG welding. Instructional emphasis focuses on the development of the skills introduced in Welding II.

## **NJROTC PROGRAM**

**NJROTC I - 95012**

Credit: 1 unit

Prerequisite: Completion of 8th grade

Pisgah High School NJROTC earned the top rating of “Distinguished Unit with Academic Honors.” This course prepares students to be good citizens. Students may aspire to leadership positions and extracurricular activities or just participate in the class as a normal elective. The merit grading system recognizes students for participating in varsity sports, student council, clubs and activities, and for A’s and B’s in other classes. Curriculum comprehension is enhanced through computerized games and vivid DVD illustrations. The Cadet Field manual stresses America’s traditions, first aid, physical conditioning, and military capabilities, courtesies and etiquette. The NS-1 Text teaches followership, leadership, career planning, relationships, laws, authority, and responsibility. Two days per week students leave the classroom to participate in drill and team sports events appropriate to the average skill levels of the young women and men of each class. Optional co-curricular after-school teams include rifle team, Color Guard, physical fitness team, advanced physical fitness team, and academic team. Well-supervised field trip opportunities include camping, Washington, D.C., VA Beach, and Pensacola, FL. Students are given a chance to earn much of their way through the optional, annual fundraiser. No military service obligation is incurred as a result of NJROTC participation. However, those cadets interested in the military may qualify for advanced enlistment ranks, the highly competitive NJROTC (\$160,000) scholarship, or a Service Academy Nomination. Uniforms are worn once weekly and are issued at no cost to the students if properly maintained.

**NJROTC II - 95022**

Credit: 1 unit

Prerequisite: NS I and Instructor Recommendation

In Book I, students learn a condensed history of the world and the United States, the American Revolution through the present time. In Book 2, Maritime Geography, Oceanography, Meteorology, Astronomy, and Physical Science are presented. NJROTC classes are challenging, active, and fun. Curriculum comprehension

is enhanced through computerized games and vivid DVD illustrations. Two days per week students leave the classroom to participate in drill and team sport events appropriate to the average skill levels of the young women and men of each class. Optional co-curricular after school teams and activities are as described in the Naval Science I section above.

**NJROTC III - 95032**

Credit: 1 unit

Recommended Prerequisite: NS I or II and Instructor recommendation

Students in all career paths, whether College/University Prep, College Tech Prep, or Occupational Prep, receive full elective credit through NJROTC. Naval Knowledge and Skills are presented in the 2003 textbook for this course. Students learn world navigation and time. Shipboard organization, nautical rules of the road, seamanship, and small boat handling are included. International and military law, national security, operations, intelligence, and research and development are also presented. NJROTC classes are challenging, active, and fun. Curriculum comprehension is enhanced through computerized games and DVD illustrations of each textbook page. Two days per week students leave the classroom to participate in drill and team sport events appropriate to the average skill levels of the young women and men of each class. Optional co-curricular after school teams and activities are as described in the Naval Science I section above.

**NJROTC IV - 95042**

Credit: 1 unit

Prerequisite: None if in 12th grade

Students in all career paths, whether College/University Prep, College Tech Prep, or occupational Prep, receive full elective credit through NJROTC. Naval Science IV is an advanced course in applied leadership using the NJROTC organization as a basis for practical actions and analysis. The course goal is to assist cadets in understanding leadership and applying it within the context of the NJROTC unit. In their positions of leadership, these cadets analyze and determine the underlying factors contributing to their varying degrees of success throughout the year. A variety of historic leadership situations, institutions, and personalities are studied and cadets are required to write papers and make presentations about their research and findings. These cadets develop a better understanding of leadership, moral responsibility, accountability, teamwork, and goal setting. Selected students are able to learn through assignments as class leaders and middle school mentors. Optional co-curricular after-school teams and activities are as described in the NJROTC I section above.





### **DRILL AND CEREMONY - 950222**

(FALL SEMESTER)

(SPRING SEMESTER)

Credit: 2 units

Prerequisite: Recommendation of instructor

Students in all career paths, whether College/University Prep, College Tech Prep, or occupational Prep, receive full elective credit through NJROTC. A highly motivated group of young men and women interested in a capable of performing precision drill and Color Guard ceremonies in show events throughout the community, state, and nation. Students learn to demonstrate leadership, confidence, and proficiency in individual, squad, and platoon close-order drill. Selected students act as mentors one day per week at middle and elementary schools. This year round course also has classroom and physical training phases that earn elective credit for Naval Science II, III and IV as described above.

## **OTHER ELECTIVES**

### **LIBRARY/MEDIA STUDENT ASSISTANT - 95152**

Credit: 1 unit

Prerequisite: Recommendation of Placement Committee

These students work with other students and staff in a business environment. They develop their own research, clerical and media /technology skills, and grasp a general knowledge of the media profession. Students will be expected to master the competencies outlined in the curriculum standards approved by the State Board of Education for the Student Library Media Assistant's Program. Students may only take once throughout high school.

### **TEACHER CADET-1029**

Credit: 1 unit

Prerequisite: Have a GPA of 3.0 or above on a 4.0 scale, enrolled in a college preparatory curriculum, complete an application that includes written recommendations, an essay, and/or interview.

The Teacher Cadet class is designed for high school juniors/seniors who are interested in the field of education and have followed the college preparatory curriculum. A two-semester course is an introduction to the teaching profession and carries college credit for students in an education major. First semester, students will receive classroom instruction in the role and responsibility of the learner, the school, the teacher, and the teaching profession. Second semester, students will complete a semester-long field experience. During the field experience, students will observe and participate in other classrooms from the perspective of a student teacher.

- For seniors: The classroom instruction will be fall semester. Field experience will follow in the spring semester.
- For juniors: Classroom instruction will be spring semester with field experience occurring in the fall of the senior year.

### **CURRICULUM ASSISTANCE - 0011**

Credit: 1 unit

Prerequisite: Enrolled in Exceptional Children's Program

This class is designed to assist students in the Exceptional Children's Program.

### **STUDY SKILLS – 100111**

Credit: 1 unit

Prerequisite: Enrolled in Exceptional Children's Program.

Study Skills is a course designed to assist exceptional students in developing learning strategies to improve their overall success in school. Support is provided specifically for the English class and skills include organization, note-taking, memory test taking strategies and support in understanding and completing all classroom assignments.

### **ANNUAL/PUBLICATION 95202A**

Credit: 1 unit

Prerequisite: Application, recommendation of Annual Staff Advisor

Students in this class publish the school yearbook and create multimedia presentations that document the events of the school year. Students must sell advertisements, interview students and teachers, design pages, take

pictures, and write articles. Those students interested in journalism, photography, and art are encouraged to take this class.

## **HAYWOOD COMMUNITY** **COLLEGE COURSES**

### **PULP & PAPER TECHNOLOGY 100 – 69992**

Credit: 1 unit

Prerequisite: None

This course consists of a series of two classes equivalents—PPT 110 which is Introduction to Pulp and Paper Technology and PPT 115 which is Wood Science and Woodyard Operations.

This course introduces students to pulp and paper technology and the wood yard including equipment, processes, and terminology. Topics include an overview of power generation, recovery, woodyard processes, wood science, pulping, paper machine, finishing, testing, safety, environmental issues, troubleshooting, and other related topics. Upon completion the student should be able to describe the papermaking and woodyard process equipment, related environmental/safety issues and identify the properties of wood and wood fibers.

### **PULP & PAPER TECHNOLOGY 200- 699929**

Credit: 1 unit (4 HCC credit hours)

Prerequisites: PPT 100

This course consist of the HCC class equivalent of PPT 210 Stock Preparation. This class must be taught on the HCC Campus due to the requirement of specialized lab equipment.

This course introduces students to the stock preparation process from the high density storage tanks to the headbox approach piping. The student will be able to see how the fibers and water are synergized to create the mix that develops into the paper. Topics include an overview of stock prep processes, including equipment, refining, wetend additives, recycling and deinking, quality testing, and troubleshooting stock prep problems. Labs will be conducted that relate to the entire stock prep process. Upon completion the student should be able to describe the stock prep process, stock prep equipment, and safety/environmental concerns.

### **PULP & PAPER TECHNOLOGY 300 – 6999223**

Credit: 1(4 HCC credit hours)

Prerequisite: PPT 100

This course consists of the HCC class equivalent of PPT 215 Paper Machine Wet End. This class must be taught on the HCC Campus due to the requirement of

specialized lab equipment. Successful completion of this course along with PPT 100 and 200 will earn the student a Certificate in Papermaking from HCC.

This course covers the wetend of the pulp/paper machines including the approach piping, headbox, and forming and press section. The student will be able to see how the watery mix created in stock preparation (PPT 200) will be transformed into a paper web. Topics include an overview of the wetend process and equipment operation, headbox dynamics, forming fundamentals, equipment design and quality testing requirements. Knowledge in this area prepares the student not only for work in the pulp/paper machine area but also in marketing/tech support, chemical/fabric and equipment suppliers to the paper industry, converted products industry and related fields.

### **CRIMINAL JUSTICE I (HCC) – 73992**

Credit: 1 unit

Prerequisite: (Introduction to Criminal Justice/Juvenile Justice)

This course introduces the components and processes of the criminal justices system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. An overview of the juvenile justice system is also covered.

### **CRIMINAL JUSTICE II (HCC) – 739921**

(Criminology/Law Enforcement Operations)

Credit: 1 unit

Prerequisite: Criminal Justice I

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives, and fundamental law enforcement operations.

### **CRIMINAL JUSTICE (HCC) III – 739922**

(Ethics and Community Relations/Criminalistics)

Credit: 1 unit

Prerequisites: Criminal Justice I and II

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justices issues. The forensic laboratory and its relationship to successful criminal investigations and prosecutions will also be covered.



### **AUTOMOTIVE TECHNOLOGY I (HCC) – 75110**

Credit: 1 unit

Prerequisite: Completion of the 9<sup>th</sup> grade

This course covers the basic concepts and terms of automotive technology, workplace safety, North Carolina State inspection, and use of information resources. It will also focus on the theory construction, inspection, diagnosis, and repair of internal combustion engines and related systems.

### **AUTOMOTIVE TECHNOLOGY IIA and IIB (HCC) – 75112**

Credit: 2 units

Prerequisite: Automotive Technology I

**IIA:** This course covers diagnostic procedures necessary to determine the nature and cause of auto service problems and the procedures used to repair/replace components. Emphasis is placed on troubleshooting, testing, adjusting, repairing, and replacing components using appropriate test equipment and service information.

**IIB:** This course covers basic electrical theory and wiring diagrams, test equipment, and diagnosis/repair/replacement of batteries, starting, charging, lighting, and basic accessory systems problems.



### **AUTOMOTIVE TECHNOLOGY III – 75132**

Credit: 1 unit

Prerequisite: Automotive IIA, IIB

This course provides an in-depth study of brake systems. Topics include drum and disk brakes involving hydraulic, vacuum boost, electrically powered boost, and anti-lock and parking brake systems. The course also covers the principles, system, and procedures required for diagnosing and restoring engine performance using electrical/electronics test equipment.

## **DETERMINING ATHLETIC ELIGIBILITY** NCHSAA

1. A student is eligible to participate in athletics at the school to which he/she is assigned by the local board of education within the administrative unit of residence.
2. Except as otherwise provided, the residence of any student shall be deemed to be that of his/her parents or the sole surviving parent. In the event the parents are separated or divorced, the residence of the student shall be that of the parent to whom custody has been awarded by a court of competent jurisdiction.
3. Scholastic Requirements: (A) A student, upon first entering grade nine, is eligible for competition on high school athletic teams. (B) A student who is not academically eligible at the beginning of the semester is not eligible at any time during the semester. A student who is academically eligible at the beginning of the semester remains eligible academically throughout the semester. (C) On the block scheduling format, a student must pass three of four courses per semester. Credit may not be awarded for school bus driving, office assistance, teacher assistance, laboratory assistance, and media assistance. (D) Summer school work used to make up part of the minimum load must be applied on the most recent semester, and credit for summer work is a determination of the local unit.
4. Attendance: (A) A player must have been in attendance for at least 85 percent of the previous semester at an approved high school. (B) A student must, at the time of any game in which he participates, be a regularly enrolled member of the school's student body. It is further recommended that a student be in school the day of the game in order to play in that game.

5. **Eight Semester Rule:** A student, upon first entering grade 9, is eligible for competition on high school athletic teams only during the succeeding eight consecutive semesters.
6. **Maximum Number of Years:** No student may be approved for a high school contest if he/she has taken part in contests during four separate seasons of the sport in which he/she desires approval.
7. **Medical Examination:** In order to be eligible for practice or participation in interscholastic contests, a player must receive a medical examination once every 365 days by a duly licensed physician, nurse practitioner, or physician's assistant.
8. **Age of Player:** No student may be approved for any athletic contest if his 19th birthday comes on or before October 16.
9. **Dressing for Game or Practicing:** A player shall not dress for a game or scrimmage when he/she is not eligible to participate in the game. Ineligible players are not allowed to participate in practice, either in season or during out-of-season workouts.



**Any other questions concerning athletic eligibility may be directed to the principal or a coach.**

## **SPECIAL POPULATIONS SERVICES**

### **Description**

The primary function of special populations coordination is to ensure that members of special populations receive adequate services and job skill training. Special services are coordinated for special populations to ensure their access, progress, and success in the regular vocational programs. Students with the greatest needs have top priority for services. Coordinating with other service providers reduces the number of direct service contacts and the duplication of efforts. Special Populations Coordinators being non-instructional personnel, have the major responsibilities for ensuring such coordination.





# HONORS AND ADVANCED PLACEMENT COURSES

# **HONORS AND ADVANCED PLACEMENT CLASSES**

## **INTRODUCTION**

The North Carolina State Board of Education approved standards for implementing honors courses in high schools across the state, beginning Fall 2006. These standards in curriculum, instruction, and assessment provide a consistent framework for all honors courses, content, pace, and academic rigor put high expectations on the students by demanding greater independence and responsibility.

### **Curriculum**

The honors curriculum builds upon and extends the standard course of study through universal concepts, generalizations, and essential questions derived from studying various perspectives. The design of an honors course is more rigorous, sophisticated and/or accelerated than a standard course. Students will be expected to engage in multiple, complex, thought-provoking, challenging, and relevant texts/materials that allow them to work and think independently as well as collaboratively. By using higher level thinking skills, students will make connections across instruction, curriculum, and life. Student learning is expected to go beyond the skills of recognitions, fact gathering, and recall.

### **Instruction**

Instructional delivery uses multiple instructional strategies and methods that reflect best practices. These strategies focus on quality questioning, student research, authentic and experiential learning opportunities and/or independent study. Students will be required to utilize appropriate technology to support their learning. Opportunities for understanding the “whys” through discussions are provided and the students frequently reflect on concepts, generalizations, and essential questions encountering rigorous texts. Students may be asked to maintain a portfolio that contains written, audio, and/or visual examples of their work.

### **Assessment**

Assessments are ongoing, focused, and evident through the complexity of materials, ideas, issues, and problems encountered within the course. The teacher provides for reflections on students’ understanding and growth. Using a variety measures – analytical writing, authentic products, demonstrations, origin interpretations, open-ended questions, applications, projects, performances, and presentations – teachers will evaluate and monitor students and provide opportunities for students to evaluate themselves. Formal testing in an honors course fosters critical thinking skills. Teachers will provide

multiple opportunities for informal assessment of independent and interactive learning.

A curriculum guides for each honors level course is available at the school. Each curriculum guide includes goals and objectives for that course, concepts, generalizations, and/or essential questions, expectations of performance, assignments, pacing guides, assessments, rubrics, and instructional material and/or technology.

## **Honors Courses in North Carolina: English Language Arts**

### **HONORS ENGLISH I – 10215**

Credit: 1 unit

Prerequisite: Grade of “B” or higher in the 8<sup>th</sup> grade Language Arts/Reading. Level 3 or higher on the 8<sup>th</sup> grade Reading EOG test.

Students in English I explore the ways that audience, purpose, and context shape oral communication, written communication, and media and technology. While emphasis is places on communicating for purpose of personal expression, students also engage in meaningful communication for expressive expository, argumentative, and literary purposes. In English I, students will:

- Express reflections and reactions to literature and to personal experience.
- Explain meaning, describe processes, and answer research questions.
- Evaluate communication and critique texts.
- Make and support and informed opinion.
- Participate in conversations about and written analysis of literary genres, elements, and traditions.
- Use knowledge of language and standard grammatical conventions.

Students in the honors course will explore literature more widely and deeply, including more challenging and/or complete print and non-print texts. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflective in the quality of student performance in oral language, written language, and other media/technology.

## HONORS ENGLISH II – 10225

Credit: 1 unit

Prerequisite: Grade of “B” or higher in English I. Level 3 or higher on English I EOC test.

Students in English II read, discuss, and write about both classical and contemporary world literature (excluding British and American authors) through which students will identify cultural significance. They will examine pieces of world literature in a cultural context to appreciate the diversity and complexity of world issues and to connect global ideas to their own experiences. Students will continue to explore language for expressive, explanatory, critical, argumentative and literary purposes, although emphasis will be placed on informational contexts. In addition to literature study, students will:

- Examine non-literary texts related to cultural studies.
- Research material to use primarily in clarifying their own explanatory responses to situations and literary-based issues.
- Critically interpret and evaluate experiences, literature, language, and ideas.
- Use standards, grammatical conventions and select features of language appropriate to purpose, audience, and context of the work.

Students in the honors course will explore world literature more widely and deeply, including more challenging and/or complete print and non-print texts. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will acquire students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflective in the quality of student performance in oral language, written language, and other media/technology.



## HONORS ENGLISH III – 10235

Credit: 1 unit

Prerequisite: Grade of “B” or higher in previous high school English courses, 10<sup>th</sup> grade writing test and teacher recommendation.

Students in English III analyze United States literature as it reflects social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes. The emphasis in English III is **critical analysis** of texts through reading, writing, speaking, listening, and using media. In addition, the student will:

- Relate the experiences of others to their own.
- Research the diversity of American experience.
- Examine relationships between past and present.
- Build increasing sophistication in defining issues and using argument effectively.
- Create products and presentations which maintain standard conventions or written and oral language.

Students in the honors course will explore United States literature more widely and deeply, including more challenging and/or complete print and non-print texts. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology.

## HONORS ENGLISH IV- 10245

Credit: 1 unit

Prerequisite: Grade of “B” or higher in previous high school English courses, 10<sup>th</sup> grade writing test, and teacher recommendation.

Students in English IV will integrate all the language arts skills gained throughout their education. The curriculum both affirms these skills and equips the students to be life-long learners. Students continue to explore expressive, expository, argumentative, and literary contexts with a focus on British literature. The emphasis in English IV is on **argumentation** by developing a position of advocacy through reading, writing, speaking, listening, and using media. Students will:

- Express reflection and reaction to texts
- Explain principles inspired by the curriculum
- Interpret and qualify texts.
- Research and address issues of public and personal concern.
- Create products and presentations which maintain standard conventions of the written and spoken language.

Students in the honors course will explore British literature more widely and deeply, including more challenging and/or complete print and non-print texts.

The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology.

## **Mathematics**

### **HONORS GEOMETRY- 20305**

Credit: 1 unit

Prerequisite: Grade of “B” or higher in 8<sup>th</sup> grade Algebra I. Level 4 on 8th grade Math EOC test and Algebra I EOC test.

Honors Geometry demands a more challenging approach to the student’s study of geometric concepts. Students will rely primarily on deductive methods of proof in their study of two- and three-dimensional geometric figures. Students will have opportunities to take greater responsibility for their learning. Reasoning skills will be emphasized and students will broaden their use of the coordinate plane. Appropriate technology should be used regularly for instruction and assessment.

#### **Prerequisites**

- Apply geometric properties and relationships to solve problems.
- Use formulas to solve problems.
- Define and use linear expressions to model and solve problems.
- Operate with matrices to model and solve problems.

### **HONORS ALGEBRA II- 20245**

Credit: 1 unit

Prerequisite: Grade of “B” or higher in Honors Geometry. Level 3 or higher on Geometry EOC test.

Honors Algebra 2 continues students’ study of advanced algebraic concepts including functions, polynomials, rational expressions, systems of functions and inequalities, and matrices. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Emphasis will be placed on higher order thinking skills that impact practical and increasingly complex applications, modeling, and algebraic proof. Appropriate technology should be used regularly for instruction and assessment.

#### **Prerequisites**

- Operate with matrices to solve problems.
- Create linear models, for sets of data, to solve problems.
- Use linear functions and inequalities to model and solve problems.
- Use quadratic functions to model problems and solve by factoring and graphing.
- Use systems of linear equations or inequalities to model and solve problems.
- Graph and evaluate exponential functions to solve problems.



### **PRE-CALCULUS- 20635**

Credit: 1 unit

Prerequisite: Grade of “B” or higher in Honors Algebra II. Level 3 or higher on Algebra II EOC test.

Pre-Calculus provides students an honors-level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for calculus. Applications and modeling should be included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment.

### **HONORS CALCULUS- 20735**

Credit: 1 unit

Prerequisite: Grade of “B” or higher in Advanced Functions and Modeling or Pre-Calculus. Level 3 or higher on Algebra II EOC test. Teacher recommendation.

Intended for 12<sup>th</sup> grade students who have a thorough knowledge of college preparatory mathematics. Elementary functions, differential calculus and integral calculus will be the focus of this course.



## Science

### **HONORS BIOLOGY I- 30205**

Credit: 1 unit

Prerequisite: Grade of A or B in Earth/Environmental Science

Honors Biology is designed to give the student a more challenging and in-depth experience of the *North Carolina Standard Course of Study* in Biology. In Honors Biology, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. In addition to the SCS goals and objectives, students are expected to: design and carry out several independent investigations of biological questions, read and report on recent research in biology, and demonstrate a more in-depth conceptual understanding of all biology objectives. Suggested ways to develop this more in-depth understanding are embedded in the suggested content for Honors Biology which will be available as part of the support documents for the 2004 revision of the *Standard Course of Study*.

Honors Biology is intended as a tenth grade course for highly motivated students who have demonstrated an interest in science. The Biology EOC exam is required to receive credit for this class. Students may not take Honors Biology in addition to standard level *Standard Course of Study* Biology.



### **HONORS PHYSICS- 30605**

Credit: 1 unit

Prerequisites: Must have a “C” or better in both Chemistry I and Algebra II.

Honors Physics uses the *North Carolina Standard Course of Study* for Physics as a foundation for more challenging and advanced study that enriches key topics and broadens the student’s view of the larger physics community including current research. Teachers will increase the depth of each topic specified in the *Standard Course of Study* for Physics. Substantial class time should be devoted to student-directed exploration and experimentation. In addition to the goals and objectives

specified in the *Standard Course of Study*, teachers should include an in-depth study of at least two of the following topics: optics, nuclear, modern physics, electromagnetism, thermodynamics, or engineering.

Honors Physics is an appropriate course for students with a strong mathematics and science background. Success in Honors Physics will require the student to: 1) operate with algebraic expressions to solve complex equations which include trigonometric functions, 2) use exponents to solve problems, and 3) describe graphically, algebraically and verbally real-world phenomena as functions and identify independent and dependent variables. High school physical science is NOT a required prerequisite for this course. The Physics End-of-Course test is required to receive honors physics credit. Students may not take Honors Physics in addition to standard level *Standard Course of Study* Physics.

### **HONORS CHEMISTRY II- 30515**

Credit: 1 unit

Prerequisite: Grade of A or B in Chemistry I and grade of A or B in Algebra II

A study of stoichiometry, electron arrangements, molecular structure, gas laws, thermodynamics and kinetics. Students will make use of computer spreadsheet software and computer interfacing devices.

### **HONORS BIOLOGY II- 30215**

Credit: 1 unit

Prerequisite: Grade of A or B in Biology I and Chemistry I (or be taking Chemistry concurrently)

This course covers the concepts, knowledge, and skills introduced in Biology I in greater scope and scale and leads in the AP Biology course. Greater amounts of time and effort are expected on the part of the student.

## Social Studies

### **HONORS WORLD HISTORY- 40245**

Credit: 1 unit

Prerequisites: Level 4 on 8<sup>th</sup> grade Reading EOG; Grade of 90 or higher on 8th Grade English & Social Studies

*World History* at the ninth grade level is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. A historical approach will be at the center of the course. The application of the 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 living in civilizations around the world. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. To become informed citizens, students require knowledge of the civilizations that have shaped the development of the United States. *World History* provides the foundation that enables students to acquire this knowledge which will be used in the study of *Civics and Economics* and *United States History*.

*Honors World History* provides the opportunity for advanced work, rigorous study, and systematic study of major ideas and concepts found in the study of global history. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking, problem-solving, scholarly and creative processes, critical analysis and application, and reflective thinking.

### **HONORS CIVICS AND ECONOMICS- 40525**

Credit: 1 unit

Prerequisite: A 90 or above in English I and Honors World History, good attendance record, and teacher recommendation.

Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens. Furthermore, this course serves as a foundation for United States History. It is recommended that this course, Civics and Economics, directly precede the eleventh grade United States History survey course to maintain continuity and build historical perspective.

As informed decision-makers, students will apply acquired knowledge to real life experience. When studying the legal and political systems, students will become aware of their rights and responsibilities and put this information into practice. The economic, legal, and political systems are balanced for presentation and, like other social studies subjects, this course lends itself to interdisciplinary teaching. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence.

*Honors Civics and Economics* should cover the material in greater complexity, novelty, acceleration and/or pacing, and reflect a defensible differentiated curriculum. Honors students should learn to express and defend their ideas while attaining the distance necessary to accept constructive criticism. Opportunities for each student to become a reflective thinker, become an initiator of learning and accomplishments, and explore areas of his/her interests within the designated course of study

will be incorporated. *Honors Civics and Economics* is distinguished by a difference in the quality of the work expected, not merely an increase in quantity.

### **HONORS UNITED STATES HISTORY- 40215**

Credit: 1 unit

Prerequisite: Grade of 90 or higher in previous high school social studies courses. Level 4 on Civics/Economics EOC test, good attendance, and teacher recommendation.

The study of United States History in high school builds on historical and geographical perspectives gained from the elementary and middle level study of North Carolina and the United States. The study of World History in grade nine will now enable students to place the United States in a world context as well. The economic and political perspectives and historical foundations gained from the study of Civics and Economics will prepare students for the examination of our nation's history. In order to include the perspectives of the twenty-first century, the study of United States History will begin with the Federalist Period and continue through the changes in America following the terrorist attack on September 11<sup>th</sup>. In North Carolina, the study of history no longer supports memorization of unexamined and isolates facts but emphasizes the thinking skills to detect trends, analyze movements and events, and develop a "sense of history."

*Honors United States History* provides the opportunity for advanced work, rigorous academic study, and the practical application of the major ideas and concepts found in the study of United States history. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking and problem-solving, scholarly and creative processes, critical analysis and application, reflective thinking, and the expression and defense of idea generated through the study of the content. *Honors United States History* is distinguished by a difference in the quality of the work expected, not merely an increase in quantity.

## **Foreign Language**

### **FRENCH III – 10435**

Credit: 1 unit

Prerequisite: French II

The third year students focus on composition and conversation. The students learn to develop their ideas on paper and in speech.

### **FRENCH V (Literature) – 10455**

Credit: 1 unit

Prerequisite: French III

Selected readings by French authors include plays, novels, short stories and poems. Readings also include some composition and discussion in French.

### **SPANISH III - 10535**

Credit: 1 unit

Prerequisite: Spanish II

Students will study the language in terms of developing a better comprehension of the Hispanic culture. They will continue expanding the vocabulary, the uses of the language, and idiomatic expressions through the reading of Hispanic literature.



### **SPANISH V – 10555**

Credit: 1 unit

Prerequisite: Spanish III

Concentration on short stories by several Hispanic writers. Emphasis on translation but much practice with speaking, listening, reading and writing.

## **Arts Education**

### **HONORS ART III – 541725**

Credit: 1 unit

Prerequisite: Completion of Visual Arts I and II, Teacher recommendation.

#### Focus areas

- Advanced, more individualized and activity-based work.
- Learning experiences that are often exploratory, experiential and/or open-ended, requiring students to think and operate at a higher than average level.

- Expanded use of vocabulary and terminology appropriate to visual arts processes, media, and history.
- Students developing greater ability to name a specific artist to illustrate concepts, techniques, etc.
- Work often generated through and resulting from the studio and/or seminar approach.
- Use of technology to study, learn and, if applicable, to produce art.
- Work that requires students to take significant responsibility for their study and production of visual art.
- Improving students' understanding of where a specific artist or period fits into history and how the artists are a reflection of that time period.
- Helping students exhibit fluency of ideas and products and understand the basic rationale and psychology behind the creative processes and, as a result, the student should demonstrate greater mastery of skills and processes.
- High expectations for the quality of work generated, as well as, the thought and creative processes demonstrated.
- Research, analysis, reflection, application, production and performance.

#### Overview

- Honors Visual Arts III is an advanced level course and involves more in-depth knowledge of art processes, media, history and the development of such. Supplies for the class will cost \$10.00.

### **HONORS ART IV – 541825**

Credit: 1 unit

Prerequisite: Completion of Honors Visual Arts III, Teacher recommendation.

#### Focus areas

- Learning experiences that are often exploratory, experiential, and/or open-ended, requiring students to think and operate at a higher than average level.
- Expanded use of vocabulary and terminology appropriate to visual arts processes, media, and history.
- Students developing a greater ability to name a specific artist to illustrate concepts, techniques, etc.
- Work often generated through and resulting from the studio and/or seminar approach.
- Use of technology to study, learn and, if applicable, to produce art.
- Use of technology to study, learn and, if applicable, to produce art.
- Work that requires students to take significant responsibility for their study and production of visual art.

- Improving students understanding of where a specific artist or period fits into history and how the artist are a reflection of that time period.
- Helping students exhibit fluency of ideas and products and understand the basic rationale and psychology behind the creative processes and, as a result, the student should demonstrate greater mastery of skills and processes.
- High expectations for the quality of work generated, as well as, the thought and creative processes demonstrated.
- In-depth research, analysis, reflection, application, production and performance.
- Students becoming initiators of learning and accomplishment in visual art.

#### Overview

- Honors Visual Arts IV is an even more advanced level of Honors Visual Arts III and involves additional in-depth knowledge of art processes, media, history and the development of such. In addition, students are expected to become initiators of learning and accomplishment, as well as, demonstrate leadership and expertise in visual arts. Supplies for the class will cost \$10.00.



#### **HONORS BAND III – 52575**

Credit: 1 unit

Prerequisite: Completion of Band I and Band II and/or audition and teacher recommendation.

##### Focus Areas

- Advanced, more individualized work in authentic learning situation.
- In-depth research, analysis, reflection, application and performance.

Honors Band III will provide students with opportunities to:

- Develop and demonstrate advanced instrumental practices
- Play with increased technical accuracy and expression

- Refine sight reading and ear training skills
- Play difficult instrumental literature at Level IV-V, which requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys.
- Play instrumental literature representing diverse genre, styles, and cultures.
- Use singing in instrumental study, as appropriate.
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluation musical experiences
- Apply advanced reading and notating.
- Demonstrate an understanding of instrumental literature in relationship to history, culture, and other content areas.

Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of this work. Participation in Honors Band III prepares students for further instrumental studies in music.

#### **HONORS BAND IV – 52585**

Credit: 1 unit

Prerequisite: Completion of Honors Band III and/or audition and teacher recommendation.

##### Focus Areas

- Advanced, more individualized work in authentic learning situation.
- In-depth research, analysis, reflection, application and performance.

Honors Band IV will provide students with opportunities to:

- Develop and demonstrate advanced instrumental practices
- Play with increased technical accuracy and expression
- Refine sight reading and ear training skills
- Play difficult instrumental literature at Level V-VI, which requires advanced technical and interpretive skills, the ability to perform in various and unusual meters and keys, complex rhythms, and subtle dynamic requirements.
- Play instrumental literature representing diverse genre, styles, and cultures.
- Use singing in instrumental study, as appropriate.
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluation musical experiences
- Apply advanced reading and notating skills with traditional and non-traditional music.



- Demonstrate an understanding of instrumental literature in relationship to history, culture, and other content areas.

Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of this work. Participation in Honors Band IV prepares students for further instrumental studies in music.



### **HONORS VOCAL MUSIC IV – BACH TO BROADWAY – 523222**

Credit: 1 unit

Prerequisite: By audition only. Successfully completed previous Chorus I, II or Orion Show Choir. Fall semester only.

#### **Focus areas**

- Advanced, more individualized work in authentic learning situation.
- In-depth research, analysis, reflection, application and performance.

Honors Vocal Music IV will provide students with opportunities to:

- Develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument.
- Sing with increased technical accuracy and expression
- Refine sight reading and ear training skills
- Sing difficult vocal literature which requires advances technical and interpretive skills, ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements.
- Sing vocal literature representing diverse genres, styles and cultures
- Utilize instruments as appropriate
- Develop skills in improvising, composing, and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading annotating skills with traditional and non-traditional music

- Develop an understanding of vocal literature in relationship to history, culture, and other content areas.

Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of this work. Participation in Honors Vocal Music IV prepares students for further vocal studies in music.

## **Naval Science Program**

### **NJROTC III (HONORS) – 95035**

Credit: 1 unit

Prerequisite: NS I or II and instructor recommendation

The Naval Science III curriculum or instruction and practical application in Leadership, International law, National security, shipboard organization and Watch standing. Seamanship (to include both deck equipment and small boat), Marine Navigation, Rules for 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 and challenge students to analyze their endeavors. Case studies of battles and business will also be included. Students are required to complete numerous independent reading and at least two books and two papers are required during the term. Students may receive honors credit in this course one time only. Students in all career paths, whether College/University Prep, College Tech Prep, or Occupational Prep, receive full elective credit through NJROTC.

### **NJROTC IV (HONORS) – 95045**

Credit: 1 unit

Prerequisite: Naval Science I and II or III and instructor recommendation.

This course is an honors level course in applied leadership including advanced writing assignments, outside reading, and project leadership. The 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 the 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. Two major projects per term fulfill the “product requirement” for the course. Students are assigned

participation and leadership roles for a variety of community services, school services, and unit service projects conducted by the NJROTC unit and selected jointly by the instructor and cadet leadership. This course specifically helps hone the training of the unit leaders and provides a decision-making forum for the corps of cadets. Students may receive honors credit in this course one time only.



## **Advanced Placement Courses** (All AP Courses are year-long courses. The Honors class must be taken first semester.)

### **English**

#### **ADVANCED PLACEMENT ENGLISH IV- Literature and Composition- 10247**

Credit: 1 unit

Prerequisite: Grade of “B” or higher in previous English courses. Level 3 or higher on English I EOC test and 10<sup>th</sup> grade writing. Recommended SAT Critical Reading score: 500 or higher or PSAT Critical Reading score: 50 or higher. Teacher recommendation. Supplemental readings and assignments during fall semester.

The equivalent of college freshman English, this course focuses on a close study of a variety of plays, poems, novels, and essays. Throughout the semester, literary analysis and composition skills will be strongly emphasized. Students learn to analyze purpose and tools used in the work of master writers. They write frequent essays. Taking the Advanced Placement English Exam in Language and Composition in May is required. Students must pay for the exam BEFORE they begin the class second semester. During fall semester Honors English IV students registered for Advanced Placement English IV (spring) may be required to do supplementary reading and assignments in preparation for the class. These assignments would be in addition to what is required in Honors English IV.

### **Mathematics**

#### **ADVANCED PLACEMENT CALCULUS (SPRING SEMESTER) – 20767**

Credit: 1 unit

Prerequisite: Grade of “B” or higher in Honors Calculus. Level 3 or higher on Algebra II EOC test. SAT Math score of 500 or higher or PSAT Math score of 50 or higher. Teacher recommendation.

Advanced Placement Calculus develops the student’s understanding of the concepts of calculus (functions, graphs, limits, derivatives, and integrals) and provides experience with its methods and applications. This course encourages the geometric, numerical, analytical and verbal expression of concepts, results, and problems. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment. Students will prepare and review for the AP test. All students will be required to take the Advanced Placement Test in May.

### **Social Studies**

#### **ADVANCED PLACEMENT UNITED STATES HISTORY- 40217**

Credit: 1 unit

Prerequisite: Grade of “B” or higher in Honors U.S. History. Level 3 or higher on 8<sup>th</sup> grade Math and Reading EOC tests, C/E EOC test and U.S History EOC test. Teacher recommendation.

This is a college level U.S. History course that prepares students for the AP U.S. History Exam. The course provides a survey of United States History from the colonial period to the present, with emphasis on the economic, social, and political developments. Students enrolled in this course are required to take the AP Exam.

### **Science**

#### **ADVANCED PLACEMENT BIOLOGY- 30217**

Credit: 1 unit

Prerequisite: Honors Biology I, Chemistry, plus instructor recommendation.

The College Board’s Advanced Placement Biology (AP) provides students with the opportunity to earn college credit and/or advanced placement in college while still in high school. The topics covered in AP Biology will be similar to that of other Biology courses. These topics will include plant and animal anatomy and physiology, Ecology, Genetics, DNA technology and Evolutionary Biology among others. The AP Biology course will differ significantly from normal high school courses in

respect to the textbook used, the range and depth of topics covered, the lab work done by students and the time, effort and responsibility required to successfully complete this course.

#### **ADVANCED PLACEMENT CHEMISTRY- 30517**

Credit: 1 unit

Prerequisite: A or B in Honors Chemistry II plus instructor recommendation.

The Advanced Placement Chemistry sequence consist of two semester-long blocks: Honors Chemistry II in the fall, and AP Chemistry in the spring. The AP Chemistry block covers equilibria, electrochemistry, thermodynamics and continues the emphasis on computers and laboratory work.

## **Online AP Courses (Year-long)**

#### **ENVIRONMENTAL SCIENCE (LEARN NC)- Online 30425/30427**

Credit: 1 unit fall semester and 1 unit spring semester

Prerequisites: Grade of “B” or higher in Chemistry, teacher recommendation and lead teacher recommendation.

AP Environmental Science merges the sciences and introduces new avenues to explore from a social science standpoint. The interdisciplinary course allows the students to delve deeply into ecology (biology), describe the processes involved in the build-up of ground-level ozone (chemistry), explain the fundamental laws of thermodynamics (physics), or have a discussion on the global effects of population explosion (social science/economics). Summer preparatory classwork will be required and will be sent after you are confirmed for the class. Students are required to take the AP Exam in May.

#### **PSYCHOLOGY (LEARN NC) ONLINE- 40805/40807**

Credit: 1 unit fall semester and 1 unit spring semester

Prerequisites: Grade of “B” or higher in US History, teacher recommendation and lead teacher recommendation.

Psychology is the study of behavior and mental processes. It is a science with roots in the fields of biology, philosophy and physiology. The philosophical background causes psychologist to wonder about the behavior and thinking of humans, and the more science-based knowledge allows us to test our hypotheses.

#### **STATISTICS (Learn NC—Online)- 20655/20657**

Credit: 1 unit fall semester and 1 unit spring semester

Co- Requisite: AP Calculus

The AP Statistics course is an excellent option for any student who has successfully completed a second-year course in algebra, regardless of the student’s intended college major. Since second-year algebra is the prerequisite course, AP Statistics will usually be taken in either the junior or senior year. Mathematically able students are encouraged to take AP Statistics, AP Calculus, and AP Computer Science in high school. For example, many students could take AP Calculus in their senior year, while others could take both AP Statistics and AP Calculus or AP Statistics and AP Computer Science concurrently in their senior year. The topics for AP Statistics are divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Summer preparatory classwork will be required and will be sent after you are confirmed for the class.

#### **EUROPEAN HISTORY (LEARN NC) ONLINE- 40235/40237**

Credit: 1 unit fall semester and 1 unit spring semester

Prerequisites: Grade of “B” or higher in US History, teacher and lead teacher recommendation

Advanced Placement European History is a college level history course that requires students to develop mastery over the assigned content while developing the ability to practice the skills of a historian. Students will learn to develop their critical thinking skills by analyzing and interpreting both primary documents and writings by respected historians.

The content to be studied will begin with the artistic and intellectual (Renaissance), religious (Reformation), and political (New Monarchs) developments of the early 16<sup>th</sup> century and include events up to the 1990s. Emphasis of the course will lead students to examine important trends in European history such as:

- Wars and treaties (both inside and outside Europe)
- Territorial expansion of nations
- The development of political movements and parties
- Economic history
- Intellectual and Artistic movements
- Religious movements
- Reform movements
- Social movements (“rise of middle class”, women’s rights)
- Colonial and Imperial history

#### **HUMAN GEOGRAPHY (LEARN NC) ONLINE- 40315/40327**

Credit: 1 unit fall semester and 1 unit spring semester

Prerequisites: Grade of “B” or higher in US History, teacher and lead teacher recommendation

The purpose of AP Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. On successful completion of this course, students should be able to:

- Use and think about maps and spatial data
- Understand and interpret the implications of associations among phenomena in places.
- Recognize and interpret at different scales the relationships among patterns and processes.
- Define regions and evaluate the rationalization process.
- Characterize and analyze changing interconnections among places.

\*Summer preparatory classwork will be required and will be sent after you are confirmed for the class.

### **WORLD HISTORY (LEARN NC) ONLINE- 402451**

Credit: 1 unit fall semester and 1 unit spring semester

Prerequisites: Grade of "B" or higher in US History, teacher and lead teacher recommendation

The purpose of AP World History is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage.

Periodization, explicitly discussed, forms an ongoing principle for dealing with change and continuity throughout the course. Specific themes provide further organization, along with the consistent attention to contacts amongst societies that form the core of world history as a field of study. Summer preparatory classwork will be required and will be sent after you are confirmed for the class.



# Graduation Requirements

Board Policy: C-1  
Adopted: May 11, 1992  
Revised: May 10, 2004  
Revised: April 4, 2005

## I. General Policy Statement

In addition to meeting the North Carolina Competency requirements, the North Carolina State Board of Education and the Haywood County Board of Education require a minimum of units for graduation from high school as listed below. A student must have been enrolled for four (4) full years in grades 9-12; exceptions to the four year requirement will be handled by the school principal on an individual case basis.

## II. Graduation Requirements

### A. College and University Course of Study

<u>Subject</u>	<u>Credits</u>	<u>Description</u>
English	4	(Shall be in Algebra I, Algebra II, geometry and for entering ninth graders 2002-03 a higher level course for which algebra II is a prerequisite and one must be successfully completed in the senior year.)
Mathematics	4	
Social Studies	3	(U.S. History, World History, Civics and Economics)
Science	3	(Earth and Environmental, Biology, and a Physical Science)
Health and P.E.	1	
Second Language	2	(Two credits in the same second language)
Electives	11	Pisgah

**NOTE:** North Carolina Scholars Program Requires 1 Career Technical Elective and 1 Arts Education Elective beginning with students graduating at the end of school year 2006-2007

Total	28	(Pisgah-Possible 32 Credits)
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### B. College Technical Preparation Course of Study

<u>Subject</u>	<u>Credits</u>	<u>Description</u>
English	4	(Shall be algebra I, algebra II, geometry; or algebra 1, tech math I, tech math II; or integrated math I, II, and III and one must be successfully completed in the senior year)
Mathematics	3	
Social Studies	3	(U.S. History, World History, Civics and Economics)
Science	3	(Earth and Environmental, Biology, and a Physical Science)
Health and P.E.	3	
Career/Technical	1	(Shall be in career concentration or pathway that leads to a specific career field and shall include a second-level (advanced) course)
Electives	10	
Total	28	(Pisgah- Possible 32 Credits)

**C. Career Preparation Course of Study**

<b><u>Subject</u></b>	<b><u>Credits</u></b>	<b><u>Description</u></b>
English	4	(One of which shall be Algebra I and one must be successfully completed in the senior year)
Mathematics	3	
Social Studies	3	
Science	3	
Health and P.E.	1	
Career/Technical Arts or ROTC	4	(Earth and Environmental, Biology and a Physical Science)
		(Shall be in career concentration or pathway that leads to a specific career field and shall include a second-level (advanced) course; or 4 credits in arts education: theatre, music, visual arts, or dance; or 4 credits in R.O.T.C.)
Electives	10	Pisgah
Total	28	(Pisgah – Possible 32 Credits)

**D. Occupational Course of Study (This course of study shall be made available for certain students with disabilities who have an IEP)**

<b><u>Subject</u></b>	<b><u>Credit</u></b>	<b><u>Description</u></b>
English	4	(Occupational English I, II, III, IV)
Mathematics	3	
Social Studies	2	(Occupational Math I, II, III; one must be successfully completed in the senior year)
Science	2	(Government/U.S. History and Self-Advocacy/Problem Solving)
Health and P.E.	1	(Life Skills Science I and II)
Occ. Prep. Ed.	6	(Occ. Prep I, II, III, IV, 240 hours of Community-based training, and 360 hours of paid employment)
Career Technical	4	(Career/Technical education electives)
Electives	6	Pisgah
Total	28	(Pisgah-Possible 32 Credits)

Computer Proficiency as specified in the students IEP Career Portfolio

III. Program Constraints

1. No student will be permitted to register for a load of less than 7 courses at Tuscola High School and 8 courses at Pisgah High School and Central Haywood High School per year unless he or she has special permission from the principal.
2. Students will not be allowed to take more than one English course during the regular school day. Initial enrollment in a high school English course will not be allowed outside the regular school day. Exceptions may be handled by the high school Principal
3. Transfer students and Foreign Exchange student's transcripts will be reviewed by school committee and principal.

IV. Additional Requirements

A. Competency Tests

In order to graduate and receive a high school diploma, students shall attain passing scores (Level III or higher) on competency tests or exit exams adopted by the State Board of Education and administered by the school system. Students taking the Occupational Course of Study are not required to pass either the competency or exit exams.

B. Computer Proficiency

Effective with the ninth grade class of 2001, all students must demonstrate computer proficiency as a prerequisite for high school graduation. The passing scores for this proficiency shall be 47 on the multiple choice test and 49 on the performance test. This assessment shall begin in the eighth grade. A student with disabilities shall demonstrate proficiency by the use of a portfolio if this method is required by the student's IEP.

IV. North Carolina Academic Scholars Program

Students who entered ninth grade prior to 2003-04 will in addition to the requirements set forth by the North Carolina State Board of Education possess a grade point average of 3.0b or greater. Students who enter the ninth grade for the first time in or after the school year 2003-2004 will have a revised set of requirements as set forth by the North Carolina State Board of Education.

V. Exit Documents

1. **Diploma**—For students who satisfy all state and local graduation requirements.  
**Merit Diploma**—For students who satisfy all state and local graduation requirements, whose rank is in the top ten percent of the graduating class and have a score on the SAT which is at least ten points higher than the “national average” for the previous year.
2. **Certificate of Achievement**—Students who satisfy all state and local graduation requirements but fail the competency tests shall receive this certificate and transcript and shall be allowed to participate in graduation exercises.
3. **Graduation Certificate**—Special needs students identified by G.S. 115C-109, excluding gifted and pregnant who do not meet the requirements for a high school diploma shall receive this certificate and transcript and shall be allowed to participate in graduation exercises. Students must successfully complete 20 course units by general subject area (4 English, 3 math, 3 science, 3 social studies, 1 health & PE, and 6 local electives). These students are not required to pass the specifically designated courses such as Algebra I, Biology or United States History. Students must complete all IEP requirements.

**Legal References:**

**G.S 115C-105.40; and State Board of Education Policy**

## **NORTH CAROLINA ACADEMIC SCHOLARS PROGRAM (revised 8/8/02)**

The following revised plan is effective for students who enter the ninth grade for the first time in or after 2003-2004.

**Students must:**

- **begin planning for the program before entering grade 9 to ensure they obtain the most flexibility in their courses.**
- **complete all the requirements of this North Carolina Academic Scholars Program.**
- **have an overall four-year unweighted grade point average of 3.5.**
- **complete all requirements for a North Carolina high school diploma.**

<b>Credits</b>	<b>The following designated number of credits per subject area listed below must be taken in grades 9-12.</b>
<b>4</b>	<b>English Language Arts I, II, III, IV</b>
<b>4</b>	<b>Mathematics (Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as a prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics II as a prerequisite)</b>
<b>3</b>	<b>Science (a Physics or Chemistry course, Biology, and an Earth Environmental Science course)</b>
<b>3</b>	<b>Social Studies (World History, Civics/Economics, and U.S. History)</b>
<b>2</b>	<b>Languages other than English (two credits of the same language)</b>
<b>1</b>	<b>Healthful Living (Health and P.E.)</b>
<b>1</b>	<b>Career and Technical Education</b>
<b>1</b>	<b>Arts Education (Dance, Music, Theatre Arts or Visual Arts)</b>
<b>5</b>	<b>Elective credits to include at least two second-level or advanced courses (Examples of electives include JROTC and other courses that are of interest to the student.)</b>
<b>24</b>	