



# PROGRAM OF STUDIES

# 2016- 2017

Students: This guide has been developed to assist you with determining the courses in which you wish to register. Please share this information with your parents and seek assistance from your high school counselor should you have any questions. Students are assigned to counselors by last name.

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### **Policy Statement**

It is the policy of this high school not to discriminate on the basis of sex, race, color, religion, or national origin.

### **Introduction**

The purpose of this guide is to help you and your parents make better decisions concerning your course selections for the coming year. Each class that a student chooses should be a part of an overall plan. Perhaps a student has a certain career in mind; perhaps he/she is exploring different fields to help in selecting a vocation. He/She may be preparing for college or developing interest in one of the fine arts areas. A student should select courses that best suit his/her abilities and interests. Read this guide carefully and discuss your plans with your parents. It is essential that a student think seriously about a particular subject before scheduling it. Students and their parents assume full responsibility for courses scheduled. **Though school personnel will attempt to locate and correct any errors, students and parents assume the responsibility of selecting the courses and planning their schedule to meet all requirements for graduation.** A student will not be allowed to shuttle between teachers and courses once he/she has been placed in the course. Because the administration must plan for the next school year based on the subjects selected now, students cannot change selections after registration is complete unless one of the following criterion is met:

1. incorrect placement
2. meeting graduation requirements
3. balancing of classes and protection of the integrity of the master schedule.

## **GRADUATION REQUIREMENTS**

### **Future Ready Course of Study**

**(Freshmen entering 2012 & beyond)**

**Courses and sequences listed are subject to change**

<b>SUBJECT</b>	<b>CREDITS</b>
English: English I, English II, English III, English IV	4
Mathematics: Math I, Math II, Math III, Additional Math	4
Science: Earth/Environmental, Biology, Physical Science or Chemistry	3
Social Studies: World History, American History I and American History II (OR AP History & Turning Points), Civics & Economics	4
Health & PE	1
Elective credits of any combination from either Career & Technical Education, Arts Education OR Second Language*	2
Elective credits: Four Course Concentration Area from Career & Technical Education, Arts Education, ROTC, OR an Academic sequence	4

***28 credits are required to graduate from Pisgah High School.***

***The requirements above account for 22 of the 28 credits.***

***\*Please note that while foreign language, specifically, is not required to graduate, two credits in the same foreign language is a minimum application requirement for 4-year schools in the UNC system.***

## OCCUPATIONAL COURSE OF STUDY

(Available for certain students with disabilities who have an IEP)

Courses and sequences listed are subject to change

SUBJECT	CREDITS
English: Occupational English I, II, III, IV	4
Mathematics: OCS Intro to Math, OCS Math I, OCS Financial Management	3
Social Studies: OCS American History I and American History II	2
Science: OCS Applied Science and OCS Biology I	2
Health and PE	1
Occupational Prep. Ed.: Occ. Prep. I, II, III, IV	6
Career & Technical Education (CTE courses)	4
Documented Community-based training hours & paid employment hours	
<b>TOTAL</b>	<b>22</b>

## NORTH CAROLINA RECOGNITIONS FOR GRADUATING SENIORS

**DIPLOMA ENDORSEMENTS:** Students may earn any of the following “endorsements” by fulfilling these optional additional requirements. These “endorsements” are listed on the student’s transcript and a special seal will be affixed to the student’s diploma.

### **NORTH CAROLINA ACADEMIC SCHOLAR:**

- Unweighted* GPA 3.50
- 3 higher level courses taken during *junior* and/or *senior* years which carry weighted quality points

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- 2 credits in a second language
- 4-course concentration
- 3 units of science (must include CHEMISTRY)
- Math 1, 2, 3, and 4<sup>th</sup> math that meets UNC system minimum admissions requirements

### **CAREER ENDORSEMENT:**

- Unweighted* GPA 2.6
- Math 1, 2, 3, and 4<sup>th</sup> math
- CTE Concentration
- Silver level on WorkKeys assessments (OR earn another appropriate industry credential/certification):

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### **COLLEGE / UNC ENDORSEMENT:**

- Weighted* GPA 2.5
- Math 1, 2, 3, and 4<sup>th</sup> math that meets UNC system minimum admissions requirements
- 3 units of science (must include CHEMISTRY)
- 2 credits in a second language

### **COLLEGE ENDORSEMENT:**

- Unweighted* GPA 2.6
- Math 1, 2, 3, and 4<sup>th</sup> math that meets UNC system minimum admissions requirements OR NC Community College placement policy

### **GLOBAL LANGUAGE ENDORSEMENT:**

- 4 course sequence in a second language
- 2.5 GPA in all English courses (and LEP students must earn WIDA “developing” proficiency on all 4 domains of English language test)
- 2.5 GPA in second language sequence (OR earn “intermediate low” proficiency on ACTFL exam)

### **MERIT DIPLOMA:**

In addition, students can also be recognized with a “Merit Diploma.” This recognition is granted to students who satisfy all state and local graduation requirements, whose rank is in the top ten percent of the graduating class, and who have a score on the SAT or the ACT which is higher than the “national average” for the previous year. A special seal will be affixed to the student’s diploma.

## **PROGRAM GUIDELINES**

1. No student will be permitted to register for a load of less than 8 courses at Pisgah High School 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. All exceptions will be handled by the high school principal.
3. Transfer and foreign exchange students' transcripts will be reviewed by school committee and principal before enrollment is allowed.
4. Homeschooled students' transcripts will be reviewed by school committee and principal before enrollment is allowed. Documentation including portfolios of course work will be expected.

## **STUDENT ACCOUNTABILITY POLICY**

Decisions made concerning a student's promotion and high school course credit should be based on classroom performance, grades, performance on tests, completion of tasks, attendance and teacher observation. Each student should be evaluated objectively as an individual. The school principal has the ultimate responsibility regarding promotion and retention decisions in accordance with Public School Law 115C-288(a).

### **I. High School Test Standards**

1. In determining final grades for the term a true numerical average will be used for report card purposes. Final grades for the transcript will be posted as numerical grades.
2. Final exams will be administered in all courses.
3. State mandated End-of-Course Tests, CTE Post Assessments, North Carolina Final Exams and local mandated-exams administered during the testing window as determined by the State will count 20% of the course grade.
4. No student is exempt from the State mandated End-of-Course tests, CTE Post Assessments, and North Carolina Final Exams.

### **II. High School Promotion Requirements**

1. To enter the tenth grade, a student must have earned a minimum of six (6) units of credit, one of which must have been earned in English.
2. To enter the eleventh grade, a student must have earned a minimum of twelve (12) units of credit. Two of these credits must be in English.
3. To enter the twelfth grade, a student must have earned a minimum of twenty (20) units of credit. Two of these units must be in English and it must be possible for all other graduation requirements to be met during the upcoming year.

### **III. Grading Scale**

- 100-90: A**
- 90-80: B**
- 80-70: C**
- 70-60: D**
- Below 60: F**

## DRIVER'S LICENSE REQUIREMENTS

According to North Carolina legislation, a student must have a Driving Eligibility Certificate in order to receive a North Carolina driver's permit or license. This certificate will be issued to the parent upon completion of the Driver's Education course and with evidence of the student's adequate academic progress. The Division of Motor Vehicles (DMV) will not issue a driver's permit or license without a Driving Eligibility Certificate. Adequate academic progress means that a student must pass 3 out of 4 courses each semester. Adequate academic progress is evaluated at the end of each semester. **A student who does not meet this criterion or who drops out of school will be reported to the DMV and will have his permit or license revoked.**

## 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. Office assistance, teacher assistance or laboratory assistance may not be used toward academic eligibility. (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 August 31.
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.

## **GRADE POINT AVERAGE & CLASS RANK:**

To encourage students to take challenging courses, which prepare them for college, technical schools, and the demands of the work place, Haywood County Schools provides weighted courses. A student's cumulative grade points average is reported in two ways: unweighted based on equal points for every class and weighted based on an extra point for selected rigorous courses. According to policy, weighted grades are used in determining class rank and, therefore, for Junior Marshall and Honors Graduate status. Weighted courses include Honors, Advanced Placement (AP) courses and College and Career Promise (CCP) courses offered through HCC, all of which are taught at an advanced level. Students and parents should understand that considerable work and study are required, that high grades are more difficult to achieve, and that the level of the course cannot be modified for students lacking skills or preparation. The following scale applies to unweighted/weighted courses:

For 9<sup>th</sup> Graders beginning 2015/16 school year:

<b><u>Unweighted Courses</u></b>	<b><u>Honors</u></b>	<b><u>AP/HCC (CCP)</u></b>
A=4 points	A=4.5 points	A=5 points
B=3 points	B=3.5 points	B=4 points
C=2 points	C=2.5 points	C=3 points
D=1 point	D=1.5 points	D=2 points
F=0 points	F= points	F=0 points

For graduating classes 2017 and 2018:

<b><u>Unweighted Courses</u></b>	<b><u>Honors and HCC (CCP)</u></b>	<b><u>AP</u></b>
A=4 points	A= 5 points	A=6 points
B=3 points	B= 4 points	B=5 points
C=2 points	C= 3 points	C=4 points
D=1 point	D= 2 points	D=3 points
F=0 points	F=0 point	F=0 points

## 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 teacher allotments in each department.

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 school to get additional information. Specific questions should be addressed to the administration and/or counselor. Additional information about a particular course can be obtained by talking directly to the teacher or department head for that area. Class Availability (CA) is noted under each course.

Final exams in all courses are required and will count 20% of the final grade.

Pisgah High School's entire Program of Studies aligns with the Common Core Standards to prepare students for the 21<sup>st</sup> century global citizenship in an ever more complex and information driven world. Our curriculum focuses on life and career skills that promote cultural diversity; ethical and critical thinking and problem solving; communications and collaboration; information, media, technology skills; as well as creativity and innovation.

### ENGLISH

#### **NOTE: HONORS ENGLISH COURSES**

Honors/AP English courses require students to work as self-directed and reflective learners. These courses entail extension, acceleration, and enrichment of the NC Standard Course of Study (Common Core Curriculum). As students interact with increasingly complex texts, they approach course material with greater depth and rigor, accelerated pacing and complexity, and higher expectations for creativity. These courses are expected to challenge students beyond the expectations for standard level courses. Higher level thinking skills, collaboration, and project-based learning are emphasized, as well as student performance in oral and written language, and interaction with media/technology.

**Summer Reading Requirement:** *Honors/AP students are expected to read literature, titles from an approved list, which will be provided by English teachers before school ends. Lists for each grade level are also posted on the PHS website.*

#### **FUSION READING**

Credit: 2 units (YEAR LONG)

Pre-requisite: None (middle school placement committee)

CA: 9<sup>th</sup> Grade

*Fusion Reading* is a highly structured course designed to teach an array of reading strategies within a scaffolded scope and sequence of instruction, practice, feedback, and ongoing assessments for monitoring progress. A major goal of *Fusion Reading* is to increase student motivation, engagement, and reading outcomes. Reading instruction is built upon two primary components: The first is *word recognition*, consisting of advanced phonics, decoding, word recognition, and fluency skills and strategies. The second is *linguistic comprehension*, consisting of instructional components designed to enhance students' skills in making predictions, summarizing, building a strong vocabulary, and using reading strategies to succeed in taking standardized tests.

#### **ENGLISH I**

Credit: 1 unit

Prerequisite: Successful completion of 8<sup>th</sup> grade English  
CA: 9<sup>th</sup> 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, research, multimedia, speaking and listening, and higher level thinking skills.

#### **HONORS ENGLISH I**

Credit: 1 unit

Prerequisite: Grade of 90 or higher in 8<sup>th</sup> grade English and approved placement criteria

CA: 9<sup>th</sup> Grade

*\*This is a weighted course and requires an application.*

Students in Honors English I will explore literature more widely and deeply, including more challenging texts. Students will also explore the ways that audience, purpose, and context shape oral communication, written communication, and technology and will engage in meaningful communication for expository, argumentative, and literary purposes.

#### **ENGLISH II**

Credit: 1 unit

Prerequisite: Successful completion of English I  
CA: 10<sup>th</sup> Grade

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, research, multimedia and speaking and listening. **The course will also emphasize preparation for a state online English II EOC assessment that is required of all sophomore students.**

#### **HONORS ENGLISH II**

Credit: 1 unit

Prerequisite: Grade of 85 or higher in Honors English I and teacher recommendation or grade of 90 or higher in English I and/or teacher recommendation

CA: 10<sup>th</sup> Grade

*\*This is a weighted course and requires an application.*

Students in Honors English II will read, discuss, and write about both classical and contemporary world

literature. They will examine pieces of world literature in a cultural context to appreciate the diversity and complexity of world issues. Students will continue to explore language for a variety of purposes, with an emphasis on informational contexts. **The course will also emphasize preparation for a state online English II EOC assessment that is required for all sophomore students.**

### ENGLISH III

Credit: 1 unit

Prerequisite: Successful completion of English II

CA: 11<sup>th</sup> Grade

A survey course in American literature, English III emphasizes analytical, expository, and creative writing skills; grammar, vocabulary study, research, multimedia, speaking and listening, and higher order thinking skills and cooperative problem solving skills.

### HONORS ENGLISH III

Credit: 1 unit

Prerequisite: Grade of 85 or higher in Honors English II and teacher recommendation or 90 and higher in English II and/or teacher recommendation

CA: 11<sup>th</sup> Grade

*\*This is a weighted course and requires an application.*

Students in Honors English III will analyze United States literature as it reflects social and historical significance. The emphasis in English III is **critical analysis** of texts through reading, writing, speaking, listening, and using media.

### ADVANCED PLACEMENT ENGLISH III

Credit: 2 units (YEAR LONG) 1 English credit/1 elective credit

Prerequisites: Grade of 90 or higher in all previous English courses or 85 or higher in Honors English II and/or teacher recommendation

CA: 11<sup>th</sup> Grade

*\*This is a weighted course and requires an application.*

**For AP courses, students must maintain a “C” average or higher in the fall AP-elective course in order to remain in the Spring AP course. If removed from the AP course for failure to maintain at least a “C” average, the student will be placed in a standard level section of the course.**

**Students enrolled in this course are required to take the AP English Language and Composition exam in May. Failure to do so will result in an F.**

**Fall Semester –Introduction to Language:** In this *honors level* course students will be introduced to the basic principles of rhetoric as they are used in our day-to-day lives. Students will look at prose works, images, advertisements, and other common forms of communication to understand how people use conventions of language to make the most of their words.

**Spring Semester –AP Language and Composition:** This part of the course is designed to imitate the college freshman English composition course and focuses on the study of rhetoric-how we use language to communicate with the world. Students will study the skills of master writers and develop their own skills in writing and will be analyzing and using the

conventions of language to understand complex texts and further their own writing aims.

### ENGLISH IV

Credit: 1 unit

Prerequisite: Successful completion of English III or equivalent

CA: 12<sup>th</sup> Grade

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

### HONORS ENGLISH IV

Credit: 1 unit

Prerequisite: Grade of 85 or higher in honors English III and teacher recommendation or 90 or higher in English III and/or teacher recommendation

CA: 12<sup>th</sup> Grade

*\*This is a weighted course and requires an application.*

Students in Honors English IV will integrate all the language arts skills gained throughout their education. Students will focus on British literature. The emphasis in English IV is **argumentation** by developing a position of advocacy through reading, writing, speaking, listening, and using media.

### ADVANCED PLACEMENT ENGLISH IV

Credit: 2 units (YEAR LONG) 1 English credit/1 elective credit

Prerequisites: Grade of 90 or higher in all previous English courses or 85 or higher in Honors English III and/or teacher recommendation

CA: 12<sup>th</sup> Grade

*\*This is a weighted course and requires an application.*

**For AP courses, students must maintain a “C” average or higher in the fall AP-elective course in order to remain in the Spring AP course. If removed from the AP course for failure to maintain at least a “C” average, the student will be placed in a standard level section of English IV.**

**Students enrolled in this course are required to take the AP English Literature Exam in May. Failure to do so will result in an F.**

### Fall Semester –Introduction to Literary Analysis:

This *honors level* course introduces students to college level literary analysis and composition, concentrating on works of recognized literary merit. Through close reading, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students will consider a work’s structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone.

### Spring Semester – AP English Literature and Composition:

The equivalent of college freshman English, this course focuses on a close study of a variety of plays, poems, novels, and essays from the sixteenth century to contemporary times. Throughout the semester, literary analysis and composition skills will be strongly

emphasized. Students will learn to analyze purpose and tools used in the work of master writers.

## **MATHEMATICS**

### **FOUNDATIONS OF MATH I**

Credit: 1 elective unit

Prerequisite: None (middle school placement committee)

CA: 9<sup>th</sup> Grade

This course is by teacher recommendation and helps prepare some students for Math I.

### **MATH I**

Credit: 1 math unit

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

CA: 9<sup>th</sup> Grade

**ALL** students must have this course to graduate. Some students take this course in 8<sup>th</sup> grade. For all other students, this course should be taken in 9<sup>th</sup> grade. This course provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data. Students enrolled in this course will be required to take and pass the state End of Course Test.

### **MATH II**

Credit: Successful completion of Math I

Prerequisite: Math I

CA: 9<sup>th</sup> or 10<sup>th</sup> Grade

**ALL** students must have this course to graduate. This course continues a progression of the standards established in Math I. In addition to these standards, Math II includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusion. The majority of students will take this course when in 10<sup>th</sup> grade.

### **HONORS MATH II**

Credit: 1 math unit

Prerequisite: Grade of 85 or higher in 8<sup>th</sup> grade Math I and teacher recommendation

CA: 9<sup>th</sup> or 10<sup>th</sup> Grade

*\*This is a weighted course and requires an application.*

Majority of students in this course are 9<sup>th</sup> graders. This course is for students in the honors math program.

### **MATH III**

Credit: 1 math unit

Prerequisite: Successful completion of Math II

CA: 10<sup>th</sup> or 11<sup>th</sup> Grade

**ALL** students must have this course to graduate. The majority of students will take this course in 11<sup>th</sup> grade. This course progresses from the standards learned in Math I and Math II. In addition to these standards, Math III extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. Math III also includes the geometric concepts of conics and circles.

### **HONORS MATH III**

Credit: 1 math unit

Prerequisite: Grade of 85 or higher in Math II and/or teacher recommendation

CA: 9<sup>th</sup>, 10<sup>th</sup> or 11<sup>th</sup> Grade

*\*This is a weighted course and requires an application.*

The majority of students in this course are 10<sup>th</sup> graders. This course is for students in the honors math program.

### **DISCRETE MATHEMATICS**

Credit: 1 math unit

Prerequisite: Math III

CA: 11<sup>th</sup> or 12<sup>th</sup> Grade

Discrete Math topics include election theory, voting methods, fair division of discrete versus non discrete objects such as apportionment of political poses; graph theory (Euler circuits and paths), probability and statistics; sequences and series, alternative functional notation such as algebraic chess notation and game theory as related to choice theory. This course can be used as the 4<sup>th</sup> math credit required by North Carolina.

### **HONORS PRE-CALCULUS**

Credit: 1 math unit

Prerequisite: Grade of 85 or higher in Math III or Advanced Functions and Modeling and/or teacher recommendation

CA: 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> Grade

*\*This is a weighted course and requires an application.*

The majority of students in this course are juniors. This course is the study of algebra and trigonometry concepts needed to be successful in Calculus. It is for honors math students. This course can be used as the 4<sup>th</sup> math credit required by North Carolina.

### **ESSENTIALS FOR COLLEGE MATH**

Credit: 1 math unit

Prerequisite: Math III

CA: 11<sup>th</sup> or 12<sup>th</sup> Grade

This course emphasizes understanding of math concepts rather than just memorizing procedures. Math Ready students learn the context behind the procedure: why to use a certain formula or method to solve a problem, for example. This equips them with higher-order thinking to apply math skills, functions and concepts in different

situations. Units include: exponentials, quadratics, equations, measurements, number operations, systems, linear functions, and statistics. This course can be used as the 4<sup>th</sup> math credit required by North Carolina.

### **ADVANCED PLACEMENT CALCULUS**

Credit: 2 units (YEAR LONG) 1 math /1 elective credit

Prerequisite: Grade of 85 or higher in Pre-Calculus and/or teacher recommendation

CA: 12<sup>th</sup> Grade

*\*This is a weighted course and requires an application.*

**For AP courses, students must maintain a “C” average or higher in the fall AP-elective course in order to remain in the Spring AP course.**

**Fall Semester – Calculus Research:** This *honors level* course will cover the study of limits and their properties. It will also cover differentiation and applications of differentiation.

**Spring Semester – AP Calculus:** The topics covered are integration and applications of integration. Each student in the class must take the AP Calculus AB exam in May. **Failure to do so will result in an F.**

## **SCIENCE**

### **Standard Science Sequence (starting 2015-16)**

#### **PHYSICAL SCIENCE**

Credit: 1 unit

CA: 9<sup>th</sup> Grade

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.

#### **EARTH/ENVIRONMENTAL SCIENCE**

Credit: 1 unit

CA: 10<sup>th</sup> Grade

This inquiry-based course emphasizes the scientific method, environmental awareness, natural resources, and conservation practices.

#### **BIOLOGY I**

Credit: 1 unit

CA: 11<sup>th</sup> Grade

This course is a study of the cellular, genetic, evolutionary, and ecological levels of the living world. Students enrolled in this course will be required to take and pass the state End of Course test in Biology.

#### **CHEMISTRY I (optional; for students planning to pursue a career in science or health care)**

Credit: 1 unit

Prerequisites: Grade of 75 or higher in Math II

CA: 12<sup>th</sup> Grade

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

### **Honors Science Sequence (starting 2015-16)**

#### **HONORS EARTH/ENVIRONMENTAL SCIENCE**

Credit: 1 unit

Prerequisite: Grade of 90 or higher in previous science, or 85 or higher in Math I, and teacher recommendation

CA: 9<sup>th</sup> Grade

*\*This is a weighted course and requires teacher recommendation.*

The honors Earth Environmental Science student should have a good understanding in water quality, general chemistry and the interconnected relationships of the hydrosphere, atmosphere and the lithosphere. The class will expand the knowledge of the student in current environmental issues and the problems that the modern world is facing. Students will be required to complete hands on activities using a variety of sophisticated data collection devices and also be able to interpret the data that is gained from those devices and apply them to real world situations.

#### **HONORS BIOLOGY I**

Credit: 1 unit

Prerequisite: Grade of 85 or higher in Earth/Environmental Science or Physical Science, or 75 or higher in Math I, and teacher recommendation

CA: 10<sup>th</sup> Grade

*\*This is a weighted course and requires an application.*

Honors Biology is a college preparatory science course designed to teach students the concepts of biology, such as scientific processes, molecules and cells, cellular reproduction, genetics, evolution and ecology. In addition to these concepts, students will be expected to carry out several independent investigations. Students enrolled in this course will be required to take and pass the state End of Course test in Biology.

#### **CHEMISTRY I**

Credit: 1 unit

Prerequisites: Biology I and Grade of 75 or higher in Math II

CA: 11<sup>th</sup> Grade

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

### **Current 11<sup>th</sup> and 12<sup>th</sup> graders (traditional Science Sequence)**

#### **PHYSICAL SCIENCE**

Credit: 1 unit

Prerequisite: Biology I

CA: 11<sup>th</sup> Grade

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**

Credit: 1 unit

Prerequisites: Biology I and 75 or higher in Math II

CA: 11<sup>th</sup> Grade

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

### **Honors Science Electives**

#### **HONORS CHEMISTRY II**

Credit: 1 unit

Prerequisite: Grade of 75 or higher in Chemistry I, grade of 85 or higher in Math III, and teacher recommendation

CA: 11<sup>th</sup> or 12<sup>th</sup> Grade

*\*This is a weighted course and requires an application.*

A lab based class with a focus on the 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**

Credit: 1 unit

Prerequisite: Grade of 85 or higher in Honors Biology, grade of 85 or higher in Chemistry I, and teacher recommendation

CA: 11<sup>th</sup> or 12<sup>th</sup> Grade

*\*This is a weighted course and requires an application.*

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

#### **HONORS PHYSICS**

Credit: 1 unit

Prerequisites: Grade of 85 or higher in all previous Honors level Sciences classes and teacher recommendation

CA: 11<sup>th</sup> or 12<sup>th</sup> Grade

*\*This is a weighted course and requires an application.*

Honors Physics includes all of the topics in the N.C. Standard Course of Study and includes measurement, linear and circular motion, mechanics, forces and Newton's laws, waves, light and optics, and electricity and magnetism. The honors course is enriched with mathematical problem solving, inquiry experiments, mathematical modeling, and computer data acquisition and analysis.

## **SOCIAL STUDIES**

### **WORLD HISTORY**

Credit: 1 unit

Prerequisite: None

CA: 9<sup>th</sup> Grade

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.

### **HONORS WORLD HISTORY**

Credit: 1 unit

Prerequisite: Grade of 85 or higher in all previous social studies and/or teacher recommendation.

CA: 9<sup>th</sup> Grade

*\*This is a weighted course and requires a teacher recommendation.*

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.

### **AMERICAN HISTORY I**

Credit: 1 unit

Prerequisite: World History

CA: 10<sup>th</sup> Grade

Students will begin with European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. This course will guide students as they study the establishment of political parties, America's westward expansion, the growth of the sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

### **HONORS AMERICAN HISTORY I**

Credit: 1 unit

Prerequisite: Grade of 85 or higher in World History and / or teacher recommendation.

CA: 10<sup>th</sup> Grade

*\*This is a weighted course and requires an application.*

This course 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 ideas generated through the study of the content. Honors American History I is distinguished by a difference in the quality of the work expected, not merely an increase in quantity.

## **AMERICAN HISTORY II**

Credit: 1 unit

Prerequisite: American History I

CA: 11<sup>th</sup> Grade

American History II will guide students from the late nineteenth century time period through the early 21<sup>st</sup> century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. American History II will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on and in the United States in an interconnected world.

## **HONORS AMERICAN HISTORY II**

Credit: 1 unit

Prerequisite: Grade of 85 or higher in American History I and / or teacher recommendation.

CA: 11<sup>th</sup> Grade

*\*This is a weighted course and requires an application.*

Honors American History II provides the opportunity for advanced work, rigorous academic study, and the practical application of the major ideas and concepts found in the study of American 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 student of the content. Honors American History II is distinguished by a difference in the quality of work expected, not merely an increase in quantity.

## **ADVANCED PLACEMENT UNITED STATES HISTORY**

Credit: 2 units (YEAR LONG) 2 history credits

Prerequisite: Grade of 85 or higher in World History and Civics **and** teacher recommendation.

CA: 11<sup>th</sup> Grade

*\*This is a weighted course and requires an application.*

Current 9<sup>th</sup> grade students who want to take AP US History in the 11<sup>th</sup> grade will take Honors Civics and Economics in 10<sup>th</sup> grade.

**FALL SEMESTER – AP US HISTORY:** 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 in May.

**SPRING SEMESTER – TURNING POINTS IN AMERICAN HISTORY:** Turning Points is an **honors level** history course that will be paired with AP United States History in order to allow for a more in-depth study and relationship between events in American History. According to the North Carolina Essential Standards, this course would emphasize, in greater depth, 10-15 turning points in American History. These turning points would be “hinge” events in our nation’s history, caused by, and subsequently contributing to, major social, cultural, political, and /or economic events.

## **CIVICS AND ECONOMICS**

**(American History: The Founding Principles, Civics, and Economics)**

Credit: 1 unit

Prerequisite: American History II or AP US History

CA: 12<sup>th</sup> Grade

Civics and Economics according to the North Carolina Essential Standards “provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance.”

## **HONORS CIVICS AND ECONOMICS**

**(American History: The Founding Principles, Civics, and Economics)**

Credit: 1 unit

Prerequisite: Grade of 85 or higher in American History II and/or teacher recommendation

CA: 12<sup>th</sup> Grade (10<sup>th</sup> grade for students planning to take AP US History in 11<sup>th</sup> grade)

*\*This is a weighted course and requires an application.*

This course provides the opportunity for advanced work, rigorous academic study, and the practical application of the major ideas and concepts found in the study of Civics and Economics. According to the North Carolina Essential Standards, Civics and economics “provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and person finance.” Honors Civics and Economics is distinguished by a difference in the quality of work expected, not merely an increase in quantity.

## **FOREIGN LANGUAGE**

### **SPANISH I**

Credit: 1 unit

CA: 9<sup>th</sup>– 12<sup>th</sup> Grade

For the beginning student of Spanish, this course lays the foundation for the student to achieve proficiency in communicating with others about themselves, their lives and experiences. Students will also explore the cultures of the Spanish-speaking world.

### **SPANISH II**

Credit: 1 unit

Prerequisite: Spanish I

CA: 9<sup>th</sup>– 12<sup>th</sup> Grade

This course expands upon the foundation of Spanish I, especially focusing on grammar enabling the student to further develop and refine their skills in communicating with others about themselves on a variety of issues. Students will also explore the cultures of the Spanish-speaking world.

### **HONORS SPANISH III**

Credit: 1 unit

Prerequisite: Grade of 75 or higher in Spanish II and Teacher Recommendation

CA: 10<sup>th</sup>– 12<sup>th</sup> Grade

*\*This is a weighted course and requires an application.*

This honors course explores the Spanish-speaking world in more depth, exposing the student to differing cultures and histories. Proficiency skills will be expanded to enable students to communicate on a variety of topics both in and out of the classroom.

### **HONORS SPANISH IV**

Credit: 1 unit

Prerequisite: Honors Spanish III and teacher recommendation

CA: 10<sup>th</sup>– 12<sup>th</sup> Grade

*\*This is a weighted course and requires an application.*

This honors course expands the ability of students to compare, evaluate and express their opinions in a wide variety of settings through both oral and written expression. More advanced grammatical structures will be studied as well as Spanish literary traditions.

### **FRENCH I**

Credit: 1 unit

CA: 9<sup>th</sup>– 12<sup>th</sup> Grade

The beginning French course will lay the foundation for proficiency in communicating with others about themselves, their lives, and experiences. French culture and traditions will be studied.

### **FRENCH II**

Credit: 1 unit

Prerequisite: French I

CA: 9<sup>th</sup>– 12<sup>th</sup> Grade

Students will continue to develop their skills in communicating with others about themselves and their world. French cultural traditions will also be studied.

### **HONORS FRENCH III**

Credit: 1 unit

Prerequisite: Grade of 75 or higher in French II and teacher recommendation

CA: 10<sup>th</sup>– 11<sup>th</sup> Grade

*\*This is a weighted course and requires an application.*

This honors course is for the third year students to focus on composition and conversation. The students learn to develop their ideas on paper and in speech.

### **HONORS FRENCH IV**

Credit: 1 unit

Prerequisite: Honors French III and teacher recommendation

CA: 10<sup>th</sup>– 12<sup>th</sup> Grade

*\*This is a weighted course and requires an application.*

This honors course is to focus on selected readings by French authors which include plays, novels, short stories and poems. Readings also include some composition and discussion in French.

## **HEALTH AND PHYSICAL EDUCATION**

**NOTE: Only 1 P.E. class allowed per semester**

### **HEALTH/PE Girls/ Boys**

Credit: 1 unit

Prerequisite: None

CA: 9<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. Dress out is required.

### **TEAM SPORTS**

Credit: 1 unit

Prerequisite: Health/PE

CA: 10<sup>th</sup>– 12<sup>th</sup> Grade

**Only 1 Team Sports is allowed per year.**

Class is 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.

## **LIFETIME FITNESS**

Credit: 1 Unit

Prerequisite: Health/PE

CA: 10<sup>th</sup> – 12<sup>th</sup> Grade

The Lifetime Fitness is a personal fitness course with a focus on lifelong physical activity and fitness. The Pisgah Fitness Center used in this course will help create a new level of fitness and enjoyment for the physical education student. The fitness center is a state-of-the-art facility equipped with treadmills, cross-trainers, elliptical, recumbent and stationary bikes, rowers, and a ladder climber. The center also has a variety of aerobic and group fitness equipment such as bosu trainers, plyo boxes, yoga mats, stability balls, medicine balls, aerobic bars, pull-up bars, resistance cords, and circuit step trainers. In this class students will learn how to use technology to benefit fitness, overcome barriers to regular physical activity and how to plan and implement their own lifetime activity plan. Dress out is required.

## **HONORS FITNESS AND NUTRITION I**

Credit: 1 unit

Prerequisite: 2 units of a PE Class **or** Health & PE and one of the following: Biology, Allied Health, or Foods and Nutrition

CA: 10<sup>th</sup> – 12<sup>th</sup> Grade

Honors Fitness and Nutrition is a combination classroom study, weight training, cardiovascular fitness activities, and nutrition activities. Students will take part in activities that will enhance cardiovascular fitness, muscular strength and endurance, flexibility, and body composition. The benefits of exercise and its effect on the systems of the body will be introduced. The primary objectives of this course are to improve the health-related components of fitness and to enable the student to make intelligent decisions regarding fitness program design and application. Nutrition components will cover the foundations of nutrition science including nutrient digestion and metabolism, with special focus on areas relevant to high school students, such as dietary supplements, analyzing creatine, negative effects of steroids, legal versus illegal supplements, nutrition for athletes and links between nutrition and disease.

## **HONORS FITNESS AND NUTRITION II**

Credit: 1 unit

Prerequisite: H. Fitness and Nutrition I

CA: 11<sup>th</sup> & 12<sup>th</sup> Grade

Honors Fitness and Nutrition II will be a class designed to extend knowledge and techniques for maintaining a healthy body and mind. This section will focus on personal exercise and eating programs designed to fit the individual. It will also allow learners to create realistic goals for long-term fitness.

## **BEGINNING WEIGHTS Boys**

Credit: 1 unit

Prerequisite: Health/PE

CA: 10<sup>th</sup> – 12<sup>th</sup> Grade

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

## **ADVANCED/ATHLETICS WEIGHTS BOYS ADVANCED ATHLETIC WEIGHTS GIRLS**

Credit: 1 unit

Prerequisite: Health/PE

CA: 10<sup>th</sup> – 12<sup>th</sup> Grade

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

## **FINE ARTS DEPARTMENT**

### **NOTE:**

- **All BAND courses are YEAR LONG.**
- **CHORUS CLASSES are limited to ONE CLASS PER SEMESTER.**
- **Only students who ENJOY SINGING should consider taking chorus classes: ALL CHORUS CLASSES are performance based and failure to participate in concerts/choral events may result in course failure.**

### **BAND I/II**

Credit: 2 units (Year Long)

Prerequisite: Successful completion of middle school band and continuous participation in all previous high school semesters.

CA: 9<sup>th</sup> – 12<sup>th</sup> Grade

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. This ensemble is required for any student wishing to participate in any after school performing ensemble such as marching band, percussion ensemble, and jazz band. (The exception is colorguard. You may participate in the colorguard and not be involved in the concert band.) Students wishing to continue in the band program should register for both Fall and Spring semesters.

There is a suggested \$10 fee for this class to help cover additional costs. See Mr. Stewart if you have any questions.

### **HONORS BAND III (PROFICIENT)**

Credit: 2 units (Year Long)

Prerequisite: Completion of Band I and Band II and teacher recommendation

CA: 11<sup>th</sup> Grade

*\*This is a weighted course*

#### Focus Areas

- Advanced, more individualized work in instrumental music.
- Students will prepare a solo and audition for the All-District Honors Band.
- Students will do in-depth research, analysis and reflection of music.
- 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.

There is a suggested \$10 fee for this class to help cover additional costs. See Mr. Stewart for more information.

#### **HONORS BAND IV (ADVANCED)**

Credit: 2 units (Year Long)

Prerequisite: Completion of Honors Band III and teacher recommendation

CA: 12<sup>th</sup> Grade

*\*This is a weighted course*

#### Focus Areas

- Advanced, more individualized work in instrumental music.
- Students will prepare a solo and audition for the All-District Honors Band.
- Students will do in-depth research, analysis and reflection of music.
- 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.

There is a suggested \$10 fee for this class to help cover additional costs. See Mrs. Stewart for more information.

#### **MUSIC APPRECIATION**

**(Music Specialization Beginning)**

Credit: 1 unit

Prerequisite: None

CA: 9<sup>th</sup> – 12<sup>th</sup> 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.

#### **MIXED CHORUS I / MIXED CHORUS II**

**(Vocal Music Beginning/Vocal Music Intermediate)**

Credit: 1 unit

Prerequisite: None

CA: 9<sup>th</sup> – 12<sup>th</sup> Grade

Students are NOT required to audition. Students in these courses WILL be required to do choreography in their performances. Students will purchase a tee shirt for

shows. All Pisgah High School Chorus students are invited to participate in a competition trip in the spring.

#### **ORION SHOW CHOIR**

Credit: 1 unit

Prerequisite: By audition

CA: 9<sup>th</sup> Grade – 12<sup>th</sup> Grade

Students in this class are required to audition. Students in this class will rehearse and perform music from many different genres in preparation for competition. Students will be required to participate in many performances in the school and community throughout the semester. **Students will be required to travel to competition in the spring.** (Students will be expected to rent or purchase concert attire.)

#### **HONORS ORION III**

Credit: 1 unit

Prerequisite: Two previous credits in Chorus of which one must be in Bach to Broadway or Orion Show Choir.

CA: 11<sup>th</sup> Grade

*\*This is a weighted course and students are expected to audition.*

In addition to course work in Orion Show Choir, students will be required to prepare for Large Ensemble NC Music Performance Adjudication.

#### **HONORS ORION IV**

Credit: 1 unit

Prerequisite: Honors Orion III

CA: 12<sup>th</sup> Grade

*\*This is a weighted course and students are expected to audition.*

In addition to course work in Orion Show Choir, students will be required to assist the teacher with sectional rehearsals for MPA and other competitions, be required to do independent study on choral literature performed throughout the semester and do outside concert evaluations.

#### **BACH TO BROADWAY SELECT CHORUS**

Credit: 1 unit

Prerequisite: By audition only.

CA: 9<sup>th</sup> - 12<sup>th</sup> Grade

Students in this class are required to audition. Students will be required to participate in a Broadway musical, as well as many other performances in the school and community throughout the semester. Only students in this course are eligible to audition for NC Honors Chorus, Mars Hill Honors Choral Clinic and NC All-State Chorus. (Students will be expected to pay a concert attire rental fee and/or purchase concert attire.)

#### **HONORS BACH TO BROADWAY III**

Credit: 1 unit

Prerequisite: Two previous credits in Chorus of which one must be in Bach to Broadway or Orion Show Choir.

CA: 11<sup>th</sup> Grade

*\*This is a weighted course and students are expected to audition.*

In addition to course work in Bach to Broadway, students will be required to prepare for audition for NC Honors Chorus, Mars Hill University Honors Chorus Festival and/or participate in NC All-State Chorus.

#### **HONORS BACH TO BROADWAY IV**

Credit: 1 unit

Prerequisite: Honors Bach to Broadway III

CA: 12<sup>th</sup> Grade

*\*This is a weighted course and students are expected to audition.*

In addition to course work in Bach to Broadway, students will be required to do independent study in a world music project, music theory and outside concert credits. Preparation for honors choir auditions required.

#### **ART I (BEGINNING)**

Credit: 1 unit

Prerequisite: Sketchbook and \$10 fee is suggested

CA: 9<sup>th</sup> – 12<sup>th</sup> Grade

This course provides the fundamentals allowing of cultural enrichment. It includes studio experiences in the basics of drawing, painting, sculpture, printmaking, ceramics, and craft. This course includes a survey of Western Art from Prehistoric to Impressionism.

#### **ART II (INTERMEDIATE)**

Credit: 1 unit

Prerequisite: Art I

Sketchbook and a suggested \$10 fee

CA: 10<sup>th</sup> - 12<sup>th</sup> Grade

Students will experience a complex and extensive study of studio techniques and history from Impressionism to Contemporary art. Students are responsible for turning work in on time and creating “show” quality work and will write critiques on artists and the impact of their work. A research paper and painting of a small piece of furniture will be required.

#### **HONORS ART III (PROFICIENT)**

Credit: 1 unit

Prerequisite: Grade of 80 or higher required in Art II,

Sketchbook and a suggested \$10 fee

CA: 10<sup>th</sup> – 12<sup>th</sup> Grade

*\*This is a weighted course and requires an application.*

This course will be of interest to those students interested in pursuing a career in an art. Students are expected to work independently on projects which will be submitted into a portfolio. Work will be exhibited and therefore must be of a high quality both technically and conceptually.

#### **HONORS ART IV (ADVANCED)**

Credit: 1 unit

Prerequisite: Grade of 80 or higher required in Art III

Sketchbook and a suggested \$10 fee

CA: 11<sup>th</sup> & 12<sup>th</sup> Grade

*\*This is a weighted class and requires an application.*

It is similar to the previous class with the addition of community involvement. Students at this advanced level will also be expected to demonstrate leadership skills with expertise in the visual arts.

#### **THEATRE ARTS I**

Credit: 1 unit

Prerequisite: none

CA: 9<sup>th</sup>-12<sup>th</sup> Grade

This is a beginning level course and requires no prior experience. Studies focus on the use of movement, voice and writing to communicate emotions and feelings, analysis of scripts and performances, a basic understanding of technical aspects backstage, and an introduction to the social, historical and cultural impact theatre has had on the world. Theatre etiquette and acting conventions are introduced as well. Students need to be prepared to be active participants in this course and expect to take part in a public performance at the end of the semester.

#### **THEATRE ARTS II**

Credit: 1 unit

Prerequisite: Theatre Arts I

CA: 9<sup>th</sup>-12<sup>th</sup> Grade

This is the intermediate level course. Students will continue to improve their stage presence and skills through more rigorous tasks and more in-depth analysis of the actor's tools. Students are also required to analyze more complex works and evaluate them. Students will be an integral part of preparing backstage and will learn more about the economic and social impact theatre has in our world. Theatre etiquette and acting conventions are applied as well. Students need to be prepared to be active participants in this course and expect to take part in a public performance at the end of the semester.

#### **HONORS THEATRE ARTS III (PROFICIENT)**

Credit: 1 unit

Pre-requisite: Grade of 80 or higher required in Theatre II

CA: 11<sup>th</sup>&12<sup>th</sup> Grade

*\*This is a weighted class and requires an application.*

This is the proficient level course. Students will continue to develop and begin to polish performance skills. Students will be responsible for working in leadership roles with other students. Students will also analyze full-length plays and performances with a critical eye to improve their own performances. Students will learn about the importance of theatre in American history and create works that advance that history. More complex performances will be required from students at this level, including work outside the classroom in preparation. Students need to be prepared to be active participants in this course and expect to take part in a public performance at the end of the semester.

## **HONORS THEATRE ARTS IV (ADVANCED)**

Credit: 1 unit

Pre-requisite: Grade of 80 or higher required in Theatre III

CA: 12<sup>th</sup>

*\*This is a weighted class and requires an application.*

This is the advanced level course. Students will show knowledge and skill with movement, voice, and writing - including multiple characterizations and dialects. Students will use constructive criticism to help themselves and lower level students improve. Students will be involved in the multiple aspects of production and performance, beyond those explored in prior years. Students will also explore a variety of theatrical forms for performance, including non-Western forms of performance. More complex performances will be required from students at this level, including work outside the classroom in preparation. Students need to be prepared to be active participants in this course and expect to take part in a public performance at the end of the semester.

## **CAREER AND TECHNICAL EDUCATION**

### **AGRICULTURE**

#### **AGRISCIENCE APPLICATION**

Credit: 1 unit

Prerequisite: None

CA: 9<sup>th</sup> & 10<sup>th</sup> Grade

This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

#### **ANIMAL SCIENCE I**

Credit: 1 unit

Prerequisite: None

CA: 9<sup>th</sup> – 11<sup>th</sup> Grade

This course is designed for students interested in taking pre-vet at college and those thinking of careers dealing with farm animals. Our farm near the new baseball complex allows us to keep sheep, goats, cattle and chickens for students to care for year round. Students will change clothes (and MUST wear boots) and be expected to ride our bus to the farm in any type of weather. Management practices such as deworming,

vaccinating, trimming hooves, shearing, feeding, unloading hay, building fence, etc. are part of the hands-on approach to this class. The classroom instruction includes units on animal physiology, breeding, health care and nutrition of beef cattle, poultry and swine. FFA activities are also encouraged through this course.

#### **ANIMAL SCIENCE II**

Credit: 1 unit

Prerequisite: Animal Science I

CA: 10<sup>th</sup> – 12<sup>th</sup> Grade

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.

#### **ANIMAL SCIENCE ADVANCED STUDIES**

Credit: 1 unit

Prerequisite: Three technical credits in an agriculture area; an A in the Level II class, an A on the Level II exam and teacher recommendation.

CA: This course is for **seniors only** who meet all of the above requirements.

It is a continuation of the agriculture area the student concentrated in during their previous three semesters of agriculture. Only one Advanced Studies course allowed per high school career. (A second allowed, only with administrative approval and after the registration process is closed.)

#### **ENVIRONMENTAL AND NATURAL RESOURCE I**

Credit: 1 unit

Prerequisite: None

CA: 9<sup>th</sup> -12<sup>th</sup> Grade

This course provides an introduction to environmental studies, which includes topics of instruction in renewable and non-renewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

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

Credit: 1 unit

Prerequisite: None

CA: 9<sup>th</sup> – 11<sup>th</sup> Grade

In this course students learn the basics of growing all types of plants. Class topics include plant growth, development, propagation, nutrition, soil selection, and

plant identification. Students learn about pest management, as well as customer service skills. All agriculture classes provide the opportunity for students to join the FFA, which provides several leadership activities and contest. FFA membership is highly recommended to get the most out of Agriculture classes. Please be aware that all students will be exposed to plants, pollen, and soil. Participation is a required part of the course, and students with allergies should consider this before taking the class.

## **HORTICULTURE II**

Credit: 1 Unit

Prerequisite: Horticulture I

CA: 10<sup>th</sup> – 12<sup>th</sup> Grade

This course expands skills from Horticulture I. Students will study topics such as greenhouse management, bedding production, water systems, light effects, and floral design. All agriculture classes provide the opportunity for students to join the FFA, which provides several leadership activities and contests. FFA membership is highly recommended to get the most out of Agriculture classes.

## **HORTICULTURE II, LANDSCAPE DESIGN**

Credit: 1 Unit

Prerequisite: Horticulture I

CA: 10<sup>th</sup> – 12<sup>th</sup> Grade

This course focuses on major components of the landscape industry. Employability and business skills along with technical and practical knowledge of landscape design, landscape installation and maintenance provide students with the opportunity to secure the skills needed for a successful post-secondary landscaping education or entry level employment with the landscaping industry. Students are instructed in the criteria for professional development and success within the industry and its many organizations. Hands on instruction and experiential learning are a major part of the instructional model for this course. Students learn to perform calculations necessary to provide estimates and quotes as well as how to market a landscaping enterprise. Principles of landscape design and fundamentals of design development provide students the expertise they need to develop an effective landscape and/or irrigation plan. However, the course does culminate in the plan. Students will apply procedures to install and maintain landscapes. Students will learn the science of a successful landscape and have the opportunity to become proficient in the use of equipment and practices to install and maintain turf and plants within a landscape. Practices such as fertilization, pest control, staking/guying, mulching and hardscaping will give students many opportunities to excel in the landscape industry. Resources for this course include but are not limited to the North Carolina Landscape Contractor's Association skill standards for Certified Landscape Technicians.

## **HORTICULTURE ADVANCED STUDIES**

Credit: 1 unit

Prerequisite: Three technical credits in an agriculture area, an A in the Level II class, an A on the Level II exam and teacher recommendation.

CA: This is course for **seniors only** who meet all of the above requirements.

It is a continuation of the agriculture area the student concentrated in during their previous three semesters of agriculture. Only one Advanced Studies course allowed per high school career. A second allowed, only with administrative approval and after the registration process is closed.

## **BUSINESS**

### **PRINCIPLES OF BUSINESS AND FINANCE**

Credit: 1 unit

Prerequisite: None

CA: 9<sup>th</sup> -12<sup>th</sup> Grade

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Possible field trips include Federal Reserve Bank in Atlanta GA, and local banks and businesses.

### **MICROSOFT WORD, POWERPOINT, PUBLISHER (MSITA)**

Credit: 1 unit

Prerequisite: None

CA: 9<sup>th</sup> – 12<sup>th</sup> Grade

In the first part of Microsoft Academy (MSITA), students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint, interface, commands, and features to create, enhance, customize, and deliver presentations. In the last part, students will learn to use the basic features of the newest version of Publisher to create, customize, and publish a publication. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. This course can help prepare students for the Microsoft Office Specialist (MOS) in Word and/or PowerPoint, <http://www.microsoft.com/learning/en/us/certification/mos.aspx>

## **MICROSOFT EXCEL AND ACCESS**

Credit: 1 unit

Prerequisite: None

CA: 9<sup>th</sup> Grade – 12<sup>th</sup> Grade

Students benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate and format data. In the second part of the class, students will learn how to create and work with a database and its objects by using the new and improved features in newest version of Microsoft Access. Students will learn how to create, modify, and locate information as well as how to create programmable elements and share and distribute database information. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **MULTIMEDIA AND WEBPAGE DESIGN**

Credit: 1 unit

Prerequisite: Microsoft Word, PowerPoint, Publisher

CA: 9<sup>th</sup>-12<sup>th</sup> Grade

This revised course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications. Work-based learning strategies appropriate for this course are service learning, field trips, and job shadowing. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

## **BUSINESS ADVANCED STUDIES**

Credit: 1 unit

Prerequisite: Three technical credits in Business and Information Technology Education in grades 9-12.

CA: 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 in a selected career. In addition, they will also demonstrate their ability to write, speak, and 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. Only one Advanced Studies course allowed per high school career. A second allowed, only with administrative approval and after the registration process is closed.

## **MARKETING**

### **MARKETING**

Credit: 1 unit

Prerequisite: None

CA: 9<sup>th</sup> – 12<sup>th</sup> Grade

In this introductory course, students develop an understanding of the processes involved from the creation to the consumption of products/services, including the application of marketing functions and the impact on business operations. Students will explore the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Mathematics and social studies are reinforced. Work-based learning opportunities include Marketing Cooperative Education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Marketing simulations, projects, teamwork, field trips and DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide many other opportunities to apply essential standards and workplace readiness skills through authentic experiences.

The Marketing course can help prepare students for credentials: Assessment of Skills and Knowledge

(A\*S\*K) <http://www.askinstitute.org/>

Professional Certification <http://www.nrffoundation.com>

### **SPORTS AND ENTERTAINMENT MARKETING I**

Credit 1 unit

Prerequisite: Marketing strongly recommended

CA: 9<sup>th</sup> – 12<sup>th</sup> Grade

In this course, students are introduced to the sports, entertainment, and event marketing industry. Students will acquire knowledge and skills for planning sports, entertainment, and event marketing. Topics include branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; human relations; and safety and security. Mathematics and social studies are reinforced. Work-based learning opportunities include Marketing Cooperative Education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Marketing simulations, projects, teamwork, field trips, DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide many other opportunities to apply essential standards and workplace readiness skills through authentic experiences.

## **SPORTS AND ENTERTAINMENT MARKETING II**

Credit 1

Prerequisite: Sports and Entertainment Marketing I

CA: 10<sup>th</sup> – 12<sup>th</sup> Grade

This course builds on foundations learned in Marketing and Sports and Entertainment Marketing I and is designed for students interested in an advanced study of the industry and pursuing related careers. Students will acquire an understanding of selling, promotion, and market planning of sports, entertainment, and event marketing; applying their knowledge of sports and entertainment event management to activities at Pisgah and within the community. Examples include: Moonlight Movie Night, Football Fright Night and Zombie Rush 5K. English/language arts, mathematics and social studies are reinforced. Work-based learning opportunities include Marketing Cooperative Education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Marketing simulations, projects, teamwork, field trips, DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide many other opportunities to apply essential standards and workplace readiness skills through authentic experiences.

## **MARKETING CO-OP**

Credit: 1 unit

Prerequisite: Enrollment in Marketing Education Course

CA: 12<sup>th</sup> Grade

Cooperative on-the-job training is available to students enrolled in a Marketing Education course. Students must secure teacher approved employment **prior** to the beginning of the semester and be able to provide their own transportation.

For more information visit:

[teacher.haywood.k12.nc.us/jcragg](http://teacher.haywood.k12.nc.us/jcragg)

**STUDENT ORGANIZATION: DECA**

## **MARKETING INTERNSHIP**

Credit: 1 unit

Prerequisite: Completion of all Marketing courses and permission from instructor

CA: 12<sup>th</sup> Grade

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. Past opportunities include Champion Credit Union Marketing and Communications.

## **MARKETING ADVANCED STUDIES**

Credit: 1 unit

Prerequisite: Three technical credits in Business, Marketing, or Information Technology Education

CA: This is a culminating course for **seniors** who have earned three technical credits in a career cluster, one of which is a completer course.

The Advanced Studies course must enhance the content of the completer course and prepare students for success in transitioning to postsecondary education and future marketing careers. Students work under the guidance of a teacher in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21<sup>st</sup> century skills. Only **one** Advanced Studies course allowed per high school career. (A second may be allowed, only with administrative approval and after the registration process is closed.)

## **FAMILY AND CONSUMER SCIENCES**

### **PRINCIPLES OF FAMILY AND HUMAN SERVICES (formerly “Teen Living”)**

Credit: 1 unit

Prerequisite: None

CA: 9<sup>th</sup> – 10<sup>th</sup> Grade

This course examines the diversity of 21<sup>st</sup> century families, workplaces and communities as well as health literacy skills, food management, financial literacy, and living environments to provide a foundation with which to help students achieve optimal quality of life. Secondly, this course introduces students to human, family, and community development theories to understand how individuals function in a complex environment. Finally, students will explore careers within the human services field and focus on professional development skills like career planning, resume writing, and interviewing. Skills in mathematics, communication, science, technology, and personal and interpersonal relationships are reinforced in this course.

### **APPAREL AND TEXTILE DEVELOPMENT I**

Credit: 1 unit

Prerequisite: None

CA: 9<sup>th</sup> – 11<sup>th</sup> Grade

In this course students are introduced to the Apparel and Textile industry in the areas of design, textiles and apparel engineering. Emphasis is placed on students applying these skills to create and produce apparel products. Art, literacy, history, mathematics, technology, and science are reinforced. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential

standards and workplace readiness skills through authentic experiences.

### **APPAREL AND TEXTILE DEVELOPMENT II**

Credit: 1 unit

Prerequisite: Apparel Development I

CA: 10<sup>th</sup> – 12<sup>th</sup> Grade

Students in this course will gain a deeper understanding of design principles, engineering, fabrication and global needs of an ever-changing Apparel and Textile industry. The course provides a major focus on textile design, textile science, product construction, global manufacturing, and the apparel/textile market. Emphasis is placed on application of design and engineering skills used to create, produce and prepare a product for market. Students will also gain the entrepreneurial skills necessary for successful marketing and distribution of an apparel product. Art, literacy, history, mathematics, science, technology, and social studies concepts are reinforced throughout. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **FOODS AND NUTRITION**

Credit: 1 unit

Prerequisite: None

CA: 9<sup>th</sup> -11<sup>th</sup> Grade

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.

### **FOODS II TECHNOLOGY**

Credit: 1 unit

Prerequisite: Foods I

CA: 10<sup>th</sup>-12<sup>th</sup> Grade

This course explores the food industry from the farm to the table using skills in food science, technology, engineering, and mathematics. Students will also learn about government regulations, emerging trends, biotechnology, technological career opportunities (from scientists to technicians), and will examine production, processing, preparation, preservation, and packaging principles along the farm to table continuum. Students will also begin to understand how food technology affects the food that he/she eats.

### **ADVANCED STUDIES - FOODS**

#### **ADVANCED STUDIES – CLOTHING**

Credit: 1 unit

Prerequisite: 3 credits in Family & Consumer Sciences courses, a Level II Course within FACS, and an A in the class as well as a proficient CTE post assessment score and teacher recommendation.

CA: This is a culminating course for **seniors** that are 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. Only one Advanced Studies course allowed per high school career. A second may be allowed, only with administrative approval and after the registration process is closed.

## **HEALTH SCIENCE EDUCATION**

### **HEALTH TEAM RELATIONS**

Credit: 1 unit

Prerequisite: None

CA: 9<sup>th</sup> – 10<sup>th</sup> Grade

This course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership and career decision-making. English language arts and social studies are reinforced in this course. Health Occupations Students of America (HOSA) competitive events, community service, leadership activities provide the opportunity to apply essential standards and workplace readiness skills to authentic experiences. .

### **HEALTH SCIENCE I**

Credit: 1 unit

Prerequisite: None

CA: 10<sup>th</sup> & 11<sup>th</sup> Grade

This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Health Occupations Students of America (HOSA)

competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology is recommended, but not required as preparation for this course.

## **HEALTH SCIENCE II**

Credit: 1 unit

Prerequisite: Health Sciences I (with >75 average)

CA: 11<sup>th</sup> & 12<sup>th</sup> Grade

This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical responsibilities, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training. English language arts and science are reinforced in this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **PUBLIC HEALTH FUNDAMENTALS**

Credit: 1 unit

Prerequisite: Health Science II

CA: 12<sup>th</sup> Grade

Adapted from the NC Division of Health Services Regulation, this course is designed to assist future healthcare professionals understand the unique challenges and strategies involved in the delivery of healthcare outside traditional facilities and without traditional supervision structure, and is responsive to overwhelming need for community based healthcare. Work-based learning strategies appropriate for this course include virtual job shadowing. Public Health Fundamentals carries NC Division Health Services Regulation NAI registry endorsement when certain criteria are met. HOSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **NURSING FUNDAMENTALS HONORS**

Credit: 2 units (two blocks in one semester)

Prerequisite: Health Science II with > 85 & Application

CA: 12<sup>th</sup> Grade

*\*This is a weighted course and requires an application.*

This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NA) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NC NAI Registry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include a required 40 hour

clinical internship in a long-term care facility. Healthcare agencies may require testing for tuberculosis and/or other diseases, immunizations must be up to date, and a criminal record check for felonies related to drugs. Students must be able to get to and from clinical site. HOSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **TRADE AND INDUSTRIAL EDUCATION**

### **CABINETMAKING I**

Credit: 1 unit

Prerequisite: None

CA: 10<sup>th</sup> & 11<sup>th</sup> Grade

This course introduces career information, employment opportunities, and skills required for work in the furniture and cabinetmaking industry. Topics include tools and equipment, theory and practice, types of woods, finishes, styles, bonds, and fasteners. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. Community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **CABINETMAKING II**

Credit: 1 unit

Prerequisite: Cabinetmaking I

CA: 10<sup>th</sup> – 12<sup>th</sup> Grade

This course teaches the development of knowledge and skills in the furniture and cabinetmaking industry. Emphasis is placed on construction principles applied to mass production and the construction and installation of cabinet drawers and doors. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship and job shadowing. Community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **CABINETMAKING ADVANCED STUDIES**

Credit: 1 Unit

Prerequisite: Three technical credits in Trade and Industrial Education including Cabinetmaking II; A in class and an A on the final exam; and teacher recommendation.

CA: 12<sup>th</sup> Grade

This course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with

community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21<sup>st</sup> century skills.

### **FOUNDATIONS OF INFORMATION TECHNOLOGY**

Credit: 1 unit  
Prerequisite: None  
CA: 9<sup>th</sup> – 12<sup>th</sup> Grade

This introductory course provides students with the foundation to pursue further study in information technology. Emphasis is on network systems, information support and services, programming and software development, and interactive media. Mathematics is reinforced. Work-based learning strategies appropriate for this course include entrepreneurship, mentorship, service learning, and job shadowing.

### **COMPUTER ENGINEERING TECHNOLOGY I**

Credit: 1 unit  
Prerequisite: None  
CA: 9<sup>th</sup> – 11<sup>th</sup> Grade

This course includes the skills required for installing and maintaining hardware. It includes objectives in the following five domains, a) PC Hardware, b) Networking c) Laptops, d) Printers, and e) Operational Procedures. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for the CompTIA A+ credential. Community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **HONORS COMPUTER ENGINEERING TECHNOLOGY II**

Credit: 1 unit  
Prerequisite: CET I  
CA: 10<sup>th</sup> – 12<sup>th</sup> Grade  
*\*This is a weighted course.*

This course builds on what was learned in CET I. The study is more in-depth and incorporates the latest trends in the computer industry. Students will have greater opportunity to get hands-on experience repairing computers. Students who complete this course of study will have knowledge to pass the industry standard CompTIA A+.

### **COMPUTER ENGINEERING ADVANCED STUDIES**

Credit: 1 unit  
Prerequisite: "A" in class and proficient level on CTE post assessment score, and/or teacher recommendation. Three technical credits in Trade and Industrial Education including CET II  
CA: 12<sup>th</sup> Grade

This course allows **seniors** to pursue a topic of interest using knowledge and skills gained from previous workforce development and academic courses. Only one Advanced Studies course allowed per high school career. A second may be allowed, only with administrative approval and after the registration process is closed.

### **METALS MANUFACTURING I**

Credit: 1 unit  
Prerequisite: None  
CA: 10<sup>th</sup> & 11<sup>th</sup> Grade

Unit instruction in technical mathematics, 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, and saws.

### **METALS MANUFACTURING II**

Credit: 2 units (**YEAR LONG**)  
Prerequisite: Metals Manufacturing I  
CA: 11<sup>th</sup> & 12<sup>th</sup> Grade

Advanced instruction is given with emphasis on the operations of the lathe, milling machine, and saws. Students will also be introduced to CNC (computer numerical control) machining and design.

### **METALS MANUFACTURING III**

Credit: 2 units (**YEAR LONG**)  
Prerequisite: Completion of Metals I and Metals II  
CA: 12<sup>th</sup> Grade

Students will complete a HAAS CNC Operator Certification. This will show that the student is proficient in loading a CNC program into a HAAS CNC mill and lathe, as well as the set up and operation of the machine. Students will also be using Mastercam software to generate CNC programs for the parts they are machining.

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

Credit: 1 unit  
Prerequisite: Three technical credits in Trade and Industrial Education including Metals II; A in class and an A on the final exam; and teacher recommendation.  
CA: 12<sup>th</sup> Grade

Teachers will provide classroom instruction, opportunities for hands-on work and other projects at teacher's discretion. Only one Advanced Studies course allowed per high school career. A second may be allowed, only with administrative approval and after the registration process is closed.

## **DRAFTING I**

Credit: 1 unit

Prerequisite: None

CA: 9<sup>th</sup> – 11<sup>th</sup> Grade

This course introduces students to the world of drafting (drawing blueprints) which is an integral part of the fields of engineering, architecture, and manufacturing. The course units involve sketching, scale reading, drawing with tools, geometry, multiview drawing, and 2D computer aided drawing, and 3D computer aided drawing.

## **DRAFTING ARCHITECTURAL II**

Credit: 1 unit

Prerequisite: Drafting I

CA: 10<sup>th</sup> – 12<sup>th</sup> Grade

This course introduces students to the field of residential architecture. The course units involve residential floor plans and symbols, foundation systems, roof construction, exterior elevations, and wall sections and details. Students will draw in 2D using AutoCAD and in 3D using Revit. Students will also design their own house and create a set of architectural plans.

## **DRAFTING ENGINEERING II**

Credit: 1 unit

Prerequisite: Drafting I

CA: 10<sup>th</sup> – 12<sup>th</sup> Grade

This course introduces students to the field of mechanical engineering. The course units involve 3D modeling, manufacturing processes, dimensioning and tolerancing, sectional views, auxiliary views, and pattern development. Students will draw in 2D using AutoCAD and in 3D using Inventor. Students will also complete several hands on projects.

## **DRAFTING ADVANCED STUDIES**

Credit: 1 unit

Prerequisite: Three credits in Trade and Industrial Education including Drafting II Architectural and Drafting II Engineering; an A in these classes and an A on the final exams; and teacher recommendation.

CA: This course is for the proficient **senior** drafting student.

The student will assist the teacher by being interactive with level 1 students and doing project-based drawings as needed. Only one Advanced Studies course allowed per high school career. (A second allowed, only with administrative approval and after the registration process is closed.)

## **WELDING I**

Credit: 1 unit

Prerequisite: None

CA: 10<sup>th</sup> - 11<sup>th</sup> 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**

Credit: 1 unit

Prerequisite: Welding I

CA: 11<sup>th</sup> & 12<sup>th</sup> Grade

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

## **WELDING III**

Credit: 1 unit

Prerequisite: Welding II

CA: 11<sup>th</sup> & 12<sup>th</sup> Grade

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.

## **WELDING ADVANCED STUDIES**

Credit: 1 unit

Prerequisite: Welding III and Teacher approval

CA: This course is for the proficient senior welding student and should be taken after Welding III.

It will be a continuation of the studies and shop work of Welding III. Only one Advanced Studies course allowed per high school career. A second allowed, only with administrative approval and after the registration process is closed.

**NOTE: Students taking any WELDING COURSE must have Personal Equipment (Safety) including all leather gloves, all leather boots, 100% cotton long sleeve shirt, pants and hat.**

## **PULP & PAPER TECHNOLOGY I**

Credit: 1 unit

Prerequisite: None

CA: 9<sup>th</sup> – 12<sup>th</sup> Grade

This course consists of a series of two-class equivalents-PPT-110, which is Introduction to Pulp and Paper Technology and PPT 115, which are Wood Science and Wood Yard Operations. These courses are equivalent to NCSU's Paper Science and Engineering courses. Topics include an overview of power generation, recovery, wood yard processes, wood science, pulping, paper machine, finishing, testing, safety, environmental issues, troubleshooting, and other related topics. Appropriate field trips to observe mill operations, converting operations, and wood-processing operations will be taken. Upon completion the student should be able to describe the papermaking and wood yard process equipment, related environmental and safety issues and identify the properties of wood and wood fibers.

## **PULP & PAPER TECHNOLOGY II**

Credit: 1 unit

Prerequisites: Pulp and Paper Technology I

CA: 10<sup>th</sup> – 12<sup>th</sup> Grade

This course introduces students to the stock preparation process from the high-density storage tanks to the headbox approach piping. The students will be able to see how the fibers and water are synergized to create the mix that develops into the paper. 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. This class is packed with hand-on activities.

## **PULP & PAPER TECHNOLOGY III**

Credit: 1 unit

Prerequisite: Pulp and Paper Technology II

CA: 10<sup>th</sup> -12<sup>th</sup> Grade

Successful Completion of this course (along with PPT I and II) will earn the student the equivalent of a Certificate in Papermaking which is part of the hiring criteria for Evergreen Packaging – Canton division.

This course covers the wet end of the pulp/paper machines. The student will be able to see how the watery mix created in stock preparation (PPT II) will be transformed into a paper web. Upon completion the student should be able to describe the wet end process and equipment, safety and environmental concerns, headbox dynamics, and forming and pressing fundamentals. Knowledge in this area prepares the student not only for work in the pulp/paper machine area but also in marketing/technical support, chemical/fabric and equipment suppliers to the paper industry, converted products and industry and other related fields. This is a hands-on course with a lot of trips to the mill.

## **ADVANCED STUDIES PULP AND PAPER TECHNOLOGY**

Credit: 1 unit

Prerequisite: Three technical credits in Pulp and Paper Technology and teacher recommendation.

CA: This course is for the proficient **senior** Pulp and Paper student.

The student will assist the teacher by being interactive with upper level of students (II – III). Only one Advanced Studies course allowed per high school career. A second allowed, only with administrative approval and after the registration process is closed.

## **NAVY JUNIOR ROTC PROGRAM**

### **ROTC I/II/III**

Credit: 1 unit

CA: 9<sup>th</sup> – 12<sup>th</sup> Grade

These courses are for freshmen, sophomores, juniors and seniors. Pisgah High School NJROTC earned the top rating of “Distinguished Unit with Academic Honors.”

**This class prepares students for life after high school and is not a recruiting program. Our mission is to motivate young people to become successful!** Students in all career paths, whether college/university prep, career or occupational prep receive full credit through this course. The Navy rates this program number two of seventy programs in North and South Carolina. Students may try for leadership positions and extracurricular activities or just participate in the class as a normal elective. Classes are challenging, active, and fun, consist of equal numbers of males and females. Three days per week students leave the classroom to participate in community service, drill, and team sport events appropriate to the average skill levels of the young women and men of each class. Optional after-school teams include rifle team, Color Guard, physical fitness team, and academic team. Field trip opportunities include camping, Washington D.C., San Diego, CA, and Pensacola, FL. These activities are designed to build camaraderie and a sense of belonging among cadets and to provide enjoyable and challenging opportunities to build their social and leadership skills. Students are given a chance to earn much of their way through the optional, annual fund-raiser. **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 NROTC (\$180,000) scholarship, or a Service Academy Nomination. Uniforms are worn once weekly and are issued at no cost to the student if properly maintained.

### **ROTC IV**

Credit: 1 unit

Prerequisite: This course is typically for seniors only.

CA: 12<sup>th</sup> Grade

Students aspire to bettering their leadership skills. Students are able to mentor underclassmen and assist NJROTC instructors in the classroom. Classes are challenging, active, and fun and consist of equal numbers of males and females. Three days per week students leave the classroom to participate in community service, drill and team sports events appropriate to the average skill levels of the young women and men of each class. Optional after-school teams include rifle team, Color Guard, physical fitness team, and academic team. Field trip opportunities include camping, Washington D.C., San Diego, CA, and Pensacola FL. These activities are designed to build camaraderie and a sense of belonging among cadets and to provide enjoyable and challenging opportunities to build their social and leadership skills. Students are given a chance to earn much of their way through the optional, annual fund-raiser. **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 NROTC (\$180,000) scholarship, or a

Service Academy Nomination. Uniforms are worn once weekly and are issued at no cost to the student if properly maintained

### **ROTC III (HONORS)**

Credit: 1 unit

Prerequisite: ROTC I or II and instructor recommendation

CA: 11<sup>th</sup> & 12<sup>th</sup> Grade

The Naval Science III curriculum consists of 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, and Rules for the road and Naval Weapons and Aircraft, Drill and physical fitness. The curriculum includes the study of business and industrial leadership and challenges students to analyze their endeavors. Students are assigned administrative duties which require significant time and commitment. Students are required to complete independent readings and two papers are required during the term. Also, students are required to present various topics to the class. Students may receive honors credit in this course one time only. **No military service obligation is incurred.**

### **ROTC IV (HONORS)**

Credit: 1 unit

Prerequisite: Honors ROTC III and instructor recommendation

CA: 12<sup>th</sup> Grade

This is an honors level course in applied leadership including advanced writing assignments, outside readings, 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 success in unit projects. A variety of leadership and communications readings and historical articles are introduced to study leadership styles, personalities and institutions. Cadets conduct outside readings; prepare papers, and present oral presentations to the class. Two major projects per term fulfill the “products requirement” for the course. Students are assigned participation and leadership roles for a variety of community services, school service, 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. **No military obligation is incurred.**

### **ROTC DRILL AND CEREMONY II**

Credit: 2 units (**YEAR LONG**)

Prerequisite: Recommendation of Chief Long

CA: 10<sup>th</sup> Grade -12<sup>th</sup> Grade (9<sup>th</sup> Grade: 2<sup>nd</sup> Semester only if NS-I successfully completed)

Students will register for one period both semesters. Drill team consists of highly motivated group of young men and women interested in and capable of performing precision drill and Color Guard ceremonies in show events throughout the community, state, and nation. Classes are challenging, active, and fun and consist of males and females. Students learn to demonstrate leadership, confidence, and proficiency in individual, squad, and platoon close-order drill. 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. Team will travel a few designated weekends during the competition year.

## **OTHER ELECTIVES**

### **LIBRARY/MEDIA STUDENT ASSISTANT**

Credit: 1 unit

Prerequisite: Application

CA: 12<sup>th</sup> Grade

Prerequisite: Students must apply. Applications are available in media center. Recommendation based on application and Placement Committee.

Student Media Assistants will work with other students and staff in a business environment. They will develop research, clerical, Media/Technology skills which will enable them to be successful 21<sup>st</sup> Century Learners. Student Media Assistants will be expected to master the competencies outlined in the curriculum standards approved by the North Carolina State Board of Education for the Student Library Media Assistant’s Program. **Students may only take once throughout high school.**

### **ANNUAL/PUBLICATION**

Credit: 2 elective units (if taken both semesters)

Prerequisite: Application, recommendation of Annual Staff Advisor

CA: 9<sup>th</sup> – 12<sup>th</sup> Grade

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. Students must be very knowledgeable in technology and social media. Those students interested in journalism, photography, and art are encouraged to take this class.

### **CURRICULUM ASSISTANCE**

Credit: 1 unit

Prerequisite: Enrolled in Exceptional Children’s Program.

CA: 9<sup>th</sup> – 12<sup>th</sup> Grade

CA is a course designed to assist exceptional students in developing learning strategies to improve their overall success in school. Skills include organization, note-

taking, memory, test-taking strategies and support in understanding and completing all classroom assignments.

## Haywood Community College Courses “Career and College Promise”

**11<sup>th</sup> and 12<sup>th</sup> graders** are invited to take certain classes through Haywood Community College.

- Please understand that these are college-level courses and will expect college-level work and effort; these courses are, in fact, taught by HCC faculty.
- Some courses are taught on our campus, some are taught on HCC’s campus, and some are taught online (students meet in the media center computer lab on our campus).
- Some online courses may require proctored course work, such as midterm or final exams. Proctored testing will need to be scheduled in advance by the student at the high school counseling office or at HCC’s Learning Support Services (LSS).
- ***These courses have varying pre-requisites and expectations depending on the nature of the course.*** Students should be aware that when they register for an HCC course, they are **STARTING A PERMANENT COLLEGE TRANSCRIPT.**
- They should also be aware that these courses may follow HCC’s calendar (which may or may not necessarily follow HCS’s calendar).
- **All courses do require a Career and College Promise application packet to be completed.**
- Courses may be taken from the **Career Technical Pathway or College Transfer Pathway.**

### HCC: Career Technical Education Opportunity Overview:

*Eligibility for these courses includes a minimum high school GPA and principal permission.*

**Automotive Technology I and II** classes are taught by an HCC instructor on Pisgah’s campus. Students who successfully complete all HCC courses in both Auto Tech I and II will earn a certificate in Automotive Systems Technology from Haywood Community College.

**Automotive Technology III** is year-long and is available only on HCC’s campus. These students are responsible for their behavior off-campus, and they must have their own transportation. HCC’s credit policy is dependent on student attendance; students must be at class daily and on time. Students who successfully complete all HCC courses in Automotive Technology III will earn a certificate in Automotive Systems

Technology - Intermediate from Haywood Community College.

**Automotive Repair I & II** are available only on HCC’s campus. These students are responsible for their behavior off-campus, and they must have their own transportation. HCC’s credit policy is dependent on student attendance; students must be at class daily and on time.

**Criminal Justice I, II, III, and IV** courses are presented online. (Limited onsite sections at HCC may be available. Students are required to provide their own transportation to any classes at HCC.) Please be aware that online courses do require a level of familiarity and comfort with technology as well an expectation that students be self-motivated and organized. Since the teacher is not on Pisgah’s campus, students will be expected to communicate effectively with the HCC instructor via text, email, or Moodle. While tuition for these courses is waived for high school students who meet the eligibility requirements, they are still responsible for purchasing any required text books. Students who successfully complete all HCC courses in both Criminal Justice I & II will earn a certificate in Criminal Justice Technology I & II from Haywood Community College. Students who successfully complete all HCC courses in both Criminal Justice III & IV will earn a certificate in Criminal Justice Technology III & IV from Haywood Community College.

**Early Childhood Education I, II, III, and IV** courses are presented online. Please be aware that online courses do require a level of familiarity and comfort with technology as well an expectation that students be self-motivated and organized. Since the teacher is not on Pisgah’s campus, students will be expected to communicate effectively with the HCC instructor via text, email, or Moodle. While tuition for these courses is waived for high school students who meet the eligibility requirements, they are still responsible for purchasing any required text books. Students who successfully complete all HCC courses in Early Childhood Education I-IV will earn a certificate in Early Childhood Education from Haywood Community College.

**Electronics I & II** are available only on HCC’s campus at the Regional High Technology Center. These students are responsible for their behavior off-campus, and they must have their own transportation. There are also courses available in **Accounting, Business, Forest Management Technology, Medical Office Administration, Computer Information, Networking, and more as electives**. These courses will follow HCC’s academic calendar and may be offered online or face-to-face at HCC. Please see your counselor for more information about the HCC courses available in these areas.

## **HCC: Career Technical Education** **Course Descriptions:**

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

Credit: 3 units/1 semester

Prerequisite: none

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course is taught by a HCC instructor on Pisgah High School's campus. This class follows Haywood County Schools' academic calendar. Students will be enrolled in two different HCC automotive system technology courses, listed below, earning both high school and college credit. Students successfully completing all Automotive Technology I and II courses will earn a certificate in Automotive Systems Technology from Haywood Community College.

### **TRN-110 Introduction to Transport Technology (2 HCC Credit Hours)**

This course covers workplace safety, hazardous materials, environmental regulations, hand tools, service information, basic concepts, vehicle systems, and common transportation industry terminology. Topics include familiarization with major vehicle systems, proper use of various hand and power tools, material safety data sheets, and personal protective equipment. Upon completion, students should be able to demonstrate appropriate safety procedures, identify and use basic shop tools, and describe government regulations regarding transportation repair facilities.

### **TRN-120 Basic Transportation Electricity (5 HCC Credit Hours)**

This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.

### **AUTOMOTIVE TECHNOLOGY II (HCC)**

Credit: 2 units/1 semester

Prerequisite: Automotive Technology I

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course is taught by a HCC instructor on Pisgah High School's campus. This class follows Haywood County Schools' academic calendar. Students will be enrolled in two different HCC automotive system technology courses, listed below, earning both high school and college credit. Students successfully completing all Automotive Technology I and II courses will earn a certificate in Automotive Systems Technology from Haywood Community College.

### **AUT-151 Brake Systems (3 HCC Credit Hours)**

This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

### **AUT-181 Engine Performance I (3 HCC Credit Hours)**

This course covers the introduction, theory of operation, and basic diagnostic procedures required to restore engine performance to vehicles equipped with complex engine control systems. Topics include an overview of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related drivability problems using appropriate test equipment/service information.

### **AUTOMOTIVE TECHNOLOGY III**

YEAR LONG– Taught at HCC – (1:50 – 3:05) Students must provide their own transportation

Credit: 4 units/2 semesters

Prerequisite: Automotive Technology II

CA: 12<sup>th</sup> Grade

This yearlong course is taught by an HCC instructor on HCC's campus. This class follows Haywood County Schools' academic calendar. Students will be enrolled in four different HCC automotive system technology courses, listed below, earning both high school and college credit. Students successfully completing all Automotive Technology III courses will earn a certificate in Automotive Systems Technology - Intermediate from Haywood Community College.

### **TRN-180 Basic Welding for Transportation (3 HCC Credit Hours)**

This course covers the terms and procedures for welding various metals used in the transportation industry with an emphasis on personal safety and environmental health. Topics include safety and precautionary measures, setup/operation of MIG equipment, metal identification methods, types of welds/joints, techniques, inspection methods, cutting processes and other related issues. Upon completion, students should be able to demonstrate a basic knowledge of welding operations and safety procedures according to industry standard.

### **TRN-140 Transportation Climate Control (2 HCC Credit Hours)**

This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis and repair of climate control systems. Topics include diagnosis and repair of climate control components and systems, recovery/recycling of refrigerants, and safety and environmental regulations.

Upon completion, students should be able to diagnose and repair vehicle climate control systems.

### **TRN-140A Transportation Climate Control Lab (2 HCC Credit Hours)**

Corequisites: TRN-140

This course covers the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.

### **AUT-281 Advanced Engine Performance (3 HCC Credit Hours)**

This course utilizes service information and specialized test equipment to diagnose and repair power train control systems. Topics include computerized ignition, fuel and emission systems, related diagnostic tools and equipment, data communication networks, and service information. Upon completion, students should be able to perform diagnosis and repair.

### **AUTOMOTIVE REPAIR I**

Taught at HCC

Students must provide their own transportation

Credit: 2 units/1 semester

Prerequisite: none

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course is taught by a HCC instructor on HCC's campus. This class follows Haywood County Schools' academic calendar. Students will be enrolled in two different HCC collision repair & refinishing technology courses, listed below, earning both high school and college credit. Students successfully completing all Automotive Repair I and II courses will earn a certificate in Collision Repair & Refinishing - Introductory from Haywood Community College.

### **AUB-111 Painting & Refinishing I (4 HCC Credit Hours)**

This course introduces the proper procedures for using automotive refinishing equipment and materials in surface preparation and application. Topics include federal, state, and local regulations, personal safety, refinishing equipment and materials, surface preparation, masking, application techniques, and other related topics. Upon completion, students should be able to identify and use proper equipment and materials in refinishing following accepted industry standards.

### **AUB-114 Special Finishes (2 HCC Credit Hours)**

This course introduces multistage finishes, custom painting, and protective coatings. Topics include base coats, advanced intermediate coats, clear coats, and other related topics. Upon completion, students should be able

to identify and apply specialized finishes based on accepted industry standards.

### **AUTOMOTIVE REPAIR II**

Taught at HCC

Students must provide their own transportation

Credit: 2 units/1 semester

Prerequisite: Automotive Repair I

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course is taught by a HCC instructor on HCC's campus. This class follows Haywood County Schools' academic calendar. Students will be enrolled in two different HCC collision repair & refinishing technology courses, listed below, earning both high school and college credit. Students successfully completing all Automotive Repair I and II courses will earn a certificate in Collision Repair & Refinishing - Introductory from Haywood Community College.

### **AUB-121 Non-Structural Damage I (3 HCC Credit Hours)**

This course introduces safety, tools, and the basic fundamentals of body repair. Topics include shop safety, damage analysis, tools and equipment, repair techniques, materials selection, materials usage, and other related topics. Upon completion, students should be able to identify and repair minor direct and indirect damage including removal/repairing/replacing of body panels to accepted standards.

### **AUB-131 Structural Damage I (4 HCC Credit Hours)**

This course introduces safety, equipment, structural damage analysis, and damage repairs. Topics include shop safety, design and construction, structural analysis and measurement, equipment, structural glass, repair techniques, and other related topics. Upon completion, students should be able to analyze and perform repairs to a vehicle which has received light/moderate structural damage.

### **CRIMINAL JUSTICE I**

Credit: 2 units/1 semester

Prerequisite: 3.0 GPA or higher or Principal's approval

CA: 11<sup>th</sup>/12<sup>th</sup> Grade – ONLINE (fall semester)

This course is taught by a HCC instructor online. Students are schedule to take the course in Pisgah High School's media center. This class follows Haywood Community College's academic calendar. Students will be enrolled in two different HCC criminal justice technology courses, listed below, earning both high school and college credit. Students successfully completing all Criminal Justice I and II courses will earn a certificate in Criminal Justice Technology I & II from Haywood Community College.

**CJC-111 Introduction to Criminal Justice (3 HCC Credit Hours)**

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

**CJC-112 Criminology (3 HCC Credit Hours)**

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 other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

**CRIMINAL JUSTICE II**

Credit: 2 units/1 semester

Prerequisite: Criminal Justice I

CA: 11<sup>th</sup>/12<sup>th</sup> Grade –ONLINE (spring semester)

This course is taught by a HCC instructor online or at HCC. Students are schedule to take the course in Pisgah High School's media center. This class follows Haywood Community College's academic calendar. Students will be enrolled in two different HCC criminal justice technology courses, listed below, earning both high school and college credit. Students successfully completing all Criminal Justice I and II courses will earn a certificate in Criminal Justice Technology I & II from Haywood Community College.

**CJC-113 Juvenile Justice (3 HCC Credit Hours)**

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/ detention of juveniles, and case disposition.

**CJC-131 Criminal Law (3 HCC Credit Hours)**

This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

**CRIMINAL JUSTICE III**

Credit: 2 units/1 semester

Prerequisite: Criminal Justice II

CA: 12<sup>th</sup> Grade – ONLINE (fall semester)

This course is taught by a HCC instructor online. Students are schedule to take the course in Pisgah High School's media center. This class follows Haywood Community College's academic calendar. Students will be enrolled in two different HCC criminal justice technology courses, listed below, earning both high school and college credit. Students successfully completing all Criminal Justice III and IV courses will earn a certificate in Criminal Justice Technology III & IV from Haywood Community College.

**CJC-121 Law Enforcement Operations (3 HCC Credit Hours)**

This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

**CJC-141 Corrections (3 HCC Credit Hours)**

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.*

**CRIMINAL JUSTICE IV**

Credit: 2 units/1 semester

Prerequisite: Criminal Justice III

CA: 12<sup>th</sup> Grade – ONLINE (spring semester)

This course is taught by a HCC instructor online. Students are schedule to take the course in Pisgah High School's media center. This class follows Haywood Community College's academic calendar. Students will be enrolled in two different HCC criminal justice technology courses, listed below, earning both high school and college credit. Students successfully completing all Criminal Justice III and IV courses will earn a certificate in Criminal Justice Technology III & IV from Haywood Community College.

**CJC-212 Ethics & Community Relations (3 HCC Credit Hours)**

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 justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

### **CJC-231 Constitutional Law (3 HCC Credit Hours)**

The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States.

### **EARLY CHILDHOOD EDUCATION I**

Credit: 2 units/1 semester

Prerequisite: Career and College Promise Application, placement test scores demonstrating English & reading readiness, 3.0 GPA or higher or Principal's approval  
CA: 11<sup>th</sup>/12<sup>th</sup> Grade –ONLINE (fall semester)

This course is taught by a HCC instructor online. Students are schedule to take the course in Pisgah High School's media center. This class follows Haywood Community College's academic calendar. Students will be enrolled in two different HCC early childhood education courses, listed below, earning both high school and college credit. Students successfully completing all early childhood education I and II courses will earn a certificate in early childhood education I & II from Haywood Community College.

### **EDU-119 Intro to Early Childhood Education (4 HCC Credit Hours)**

This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, and appropriate environments, schedules, and activity plans. \*\*Students successfully completing EDU-119 with a grade of C or higher are eligible to receive the North Carolina Early Childhood Credential (NCECC).\*\*

### **EDU-144 Child Development I (3 HCC Credit Hours)**

This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental

factors that impact development, and identify strategies for enhancing development.

### **EARLY CHILDHOOD EDUCATION II**

Credit: 2 units/1 semester

Prerequisite: Career and College Promise Application, placement test scores demonstrating English & reading readiness, Early Childhood Education I  
CA: 11<sup>th</sup>/12<sup>th</sup> Grade –ONLINE (spring semester)

This course is taught by a HCC instructor online or at HCC. Students are schedule to take the course in Pisgah High School's media center. This class follows Haywood Community College's academic calendar. Students will be enrolled in two different HCC early childhood education courses, listed below, earning both high school and college credit. Students successfully completing all early childhood education I and II courses will earn a certificate in early childhood education I & II from Haywood Community College.

### **EDU-146 Child Guidance (3 HCC Credit Hours)**

This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self-control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors.

### **EDU-145 Child Development II (3 HCC Credit Hours)**

This course includes the theories of child development, needs, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development.

### **ELECTRONICS I (HCC)**

Taught at HCC – (8:00 – 9:10) (fall semester) Students must provide their own transportation  
Credit: 1 unit/1 semesters  
Prerequisite: none  
CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course is taught by a HCC instructor on HCC's Regional High Tech Center campus. This class follows Haywood County Schools' academic calendar. Students will be enrolled in the electronics engineering technology

courses, listed below, earning both high school and college credit.

**ELC-131 Circuit Analysis I (4 HCC Credit Hours)**

This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment.

**ELC-131A Circuit Analysis I Lab (1 HCC Credit Hour)**

This course provides laboratory assignments as applied to fundamental principles of DC/AC electricity. Emphasis is placed on measurements and evaluation of electrical components, devices and circuits. Upon completion, the students will gain hands-on experience by measuring voltage, current, and opposition to current flow utilizing various meters and test equipment.

**ELECTRONICS II (HCC)**

Taught at HCC – (8:00 – 9:10) (spring semester)

Students must provide their own transportation

Credit: 1 units/1 semesters

Prerequisite: Electronics I

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course is taught by a HCC instructor on HCC’s Regional High Tech Center campus. This class follows Haywood County Schools’ academic calendar. Students will be enrolled in an electronics engineering technology courses, listed below, earning both high school and college credit.

**ELN-133 Digital Electronics (4 HCC Credit Hours)**

This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, medium scale integration (MSI) and large scale integration (LSI) circuits, analog to digital (AD) and digital to analog (DA) conversion, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment.

Student Learning Outcomes:

1. Identify and describe the operation of digital electronic devices and circuits.
2. Analyze where and how digital electronics circuits are used.
3. Locate and select digital electronic devices using component specifications based on circuit requirements.
4. Construct operational circuits using digital devices.
5. Select and demonstrate the use of appropriate test equipment to analyze circuit operation.
6. Using appropriate troubleshooting techniques evaluate circuit performance applying suitable repair methods.
7. Identify and demonstrate safe workplace practices.

**HCC: College Transfer Opportunities:**

*Eligibility for these courses includes a minimum high school GPA of 3.0, minimum test scores (see below), and principal permission.*

TEST	PLAN	PSAT	NC DAP (at HCC)
ENGLISH	15	45	166+ Reading & Sentence Skills
READING	18	47	166+ Reading & Sentence Skills
Mathematics	19	47	7+ on all portions of Math NCDAP

SAT		ACT	
English	500	English	18
Critical Reading	500	Reading	22
Mathematics	500	Mathematics	22

College transfer pathways provide up to 35 hours of tuition-free general education transfer courses that will transfer seamlessly to any public or participating private college or university, saving students time and money in pursuing four-year degrees. This set of courses is identified as Universal General Education Transfer Competent (UGETC) credits included within the Comprehensive Articulation Agreement (CAA) between the University of North Carolina and the North Carolina Community College System. All UGETC courses in which the student earns a grade of “C” or better will transfer for equivalency credit up to the distribution limits detailed in the CAA.

These courses are offered online (students meet in media center computer lab at Pisgah) **and/or** on HCC’s campus.

- While tuition for these courses is waived for high school students who meet the eligibility requirements, they are still responsible for purchasing or renting any required textbooks.
- Students who take courses online are reminded that they must be self-motivated and organized, they will be expected to be able to use the required technology to download information and upload work, and they will be expected to communicate with the HCC instructor (not a PHS faculty member) effectively via text, email, or Moodle.
- Students who take the course on HCC’s campus are reminded that they are responsible for

providing their own transportation, for attending class daily and arriving on time (course credit is dependent on attendance), and for representing themselves and Pisgah High School appropriately off campus.

- Interested students must work closely with their school counselor and the HCC liaison to determine when, how, and where courses are offered AND how those courses will fit into the student's PHS schedule. PHS and HCC works closely with each student to maximize available opportunities, but both schedules have to work.
- When students register for an HCC course, they are **STARTING A PERMANENT COLLEGE TRANSCRIPT.**
- All college transfer courses are equivalent to **one high school unit of credit** and occur over one semester. Students also will earn the transferable college **semester hours credit (SHC)**, identified with each course, for any course completed with a grade of C or higher.
- The state weighting system adds the equivalent of one (1) quality point to the grade earned in community college courses included on the most recent Comprehensive Articulation Agreement Transfer List (this includes all courses listed below).

#### **ACA-122 College Transfer Success**

Credit: 1 unit (1 SHC)

Prerequisites: None

Corequisites: None

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions.

#### **ART-111 Art Appreciation**

Credit: 1 unit (3 SHC)

Prerequisites: None

Corequisites: None

CA: 11th/12<sup>th</sup> Grade

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to

identify and analyze a variety of artistic styles, periods, and media.

#### **ART-114 Art History Survey I**

Credit: 1 unit (3 SHC)

Prerequisites: None

Corequisites: None

CA: 11th/12<sup>th</sup> Grade

This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development.

#### **ART-115 Art History Survey II**

Credit: 1 unit (3 SHC)

Prerequisites: None

Corequisites: None

CA: 11th/12<sup>th</sup> Grade

This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development.

#### **BIO-111 General Biology I**

Credit: 1 unit (4 SHC)

Prerequisites: None

Corequisites: None

CA: 11th/12<sup>th</sup> Grade

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels.

#### **BIO-112 General Biology II**

**(BIO 111 + BIO 112 satisfies high school biology graduation requirement)**

Credit: 1 unit (4 SHC)

Prerequisites: BIO-111

Corequisites: None

CA: 11th/12<sup>th</sup> Grade

This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels.

### **CHM-151 General Chemistry I**

Credit: 1 unit (4 SHC)

Prerequisites: CHM-090 or satisfactory placement test score

Corequisites: None

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152.

### **CHM-152 General Chemistry II**

**(CHM 151 + CHM 152 satisfies high school physical science graduation requirement)**

Credit: 1 unit (4 SHC)

Prerequisites: CHM-151

Corequisites: None

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields.

### **COM-231 Public Speaking**

Credit: 1 unit (3 SHC)

Prerequisites: None

Corequisites: None

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support.

### **ECO-251 Principles of Microeconomics**

Credit: 1 unit (3 SHC)

Prerequisites: None

Corequisites: None

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and

evaluate consumer and business alternatives in order to efficiently achieve economic objectives.

### **ECO-252 Principles of Macroeconomics**

Credit: 1 unit (3 SHC)

Prerequisites: None

Corequisites: None

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals.

### **ENG-111 Writing and Inquiry**

Credit: 1 unit (3 SHC)

Prerequisites: Met by enrollment requirements for CCP college transfer pathway

Corequisites: None

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

### **ENG-112 Writing and Research in the Disciplines**

Credit: 1 unit (3 SHC)

Prerequisites: ENG-111

Corequisites: None

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines.

### **ENG-231 American Literature I**

**(ENG 111+ENG 112+ENG 231 satisfies English III high school graduation requirement)**

Credit: 1 unit (3 SHC)

Prerequisites: ENG-112

Corequisites: None

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary

analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts.

**ENG-232 American Literature II  
(ENG 111+ENG 112+ENG 232 satisfies English III  
high school graduation requirement)**

Credit: 1 unit (3 SHC)  
Prerequisites: ENG-112  
Corequisites: None  
CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts.

**GEL-111 Geology**

Credit: 1 unit (4 SHC)  
Prerequisites: None  
Corequisites: None  
CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course introduces basic landforms and geological processes. Topics include rocks, minerals, volcanoes, fluvial processes, geological history, plate tectonics, glaciers, and coastal dynamics. Upon completion, students should be able to describe basic geological processes that shape the earth.

**HIS-111 World Civilizations I**

Credit: 1 unit (3 SHC)  
Prerequisites: None  
Corequisites: None  
CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations.

**HIS-112 World Civilizations II  
(HIS 111+HIS 112 satisfies World History high school  
graduation requirement)**

Credit: 1 unit (3 SHC)  
Prerequisites: None  
Corequisites: None  
CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze

significant political, socioeconomic, and cultural developments in modern world civilizations.

**HIS-131 American History I  
(HIS 131 satisfies American History I high school  
graduation requirement)**

Credit: 1 unit (3 SHC)  
Prerequisites: None  
Corequisites: None  
CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history.

**HIS-132 American History II  
(HIS 132 satisfies American History II high school  
graduation requirement)**

Credit: 1 unit (3 SHC)  
Prerequisites: None  
Corequisites: None  
CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War.

**MAT-143 Quantitative Literacy  
(MAT 143 satisfies fourth math high school  
graduation requirement)**

Credit: 1 unit (3 SHC)  
Prerequisites: Met by enrollment requirements for CCP college transfer pathway  
Corequisites: None  
CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life.

**MAT-152 Statistical Methods I**  
**(MAT 152 satisfies fourth math high school graduation requirement)**

Credit: 1 unit (4 SHC)

Prerequisites: Met by enrollment requirements for CCP college transfer pathway

Corequisites: None

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results.

**MAT-171 Precalculus Algebra**  
**(MAT 171 satisfies fourth math high school graduation requirement)**

Credit: 1 unit (4 SHC)

Prerequisites: Met by enrollment requirements for CCP college transfer pathway

Corequisites: None

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology.

**MAT-172 Precalculus Trigonometry**  
**(MAT 172 satisfies fourth math high school graduation requirement)**

Credit: 1 unit (4 SHC)

Prerequisites: MAT-171

Corequisites: None

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology.

**MAT-271 Calculus I**  
**(MAT 271 satisfies fourth math high school graduation requirement)**

Credit: 1 unit (4 SHC)

Prerequisites: MAT-172

Corequisites: None

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology.

**MUS-110 Music Appreciation**

Credit: 1 unit (3 SHC)

Prerequisites: None

Corequisites: None

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music.

**MUS-112 Introduction to Jazz**

Credit: 1 unit (3 SHC)

Prerequisites: None

Corequisites: None

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music.

**PHY-110 Conceptual Physics**

Credit: 1 unit (3 SHC)

Prerequisites: None

Corequisites: None

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied.

**PHY-110A Conceptual Physics**

Credit: 1 unit (1 SHC)

Prerequisites: None

Corequisites: PHY-110

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110.

**PHY-151 College Physics I**

Credit: 1 unit (4 SHC)

Prerequisites: MAT-171

Corequisites: None

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

**PHY-152 College Physics II****(PHY 151+PHY 152 satisfies high school physical science graduation requirement)**

Credit: 1 unit (4 SHC)

Prerequisites: PHY-151

Corequisites: None

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

**PHY-251 General Physics I**

Credit: 1 unit (4 SHC)

Prerequisites: Take MAT-271

Corequisites: Take MAT-272

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an

understanding of the principles involved and display analytical problem-solving ability for the topics covered.

**PHY-252 General Physics II**

Credit: 1 unit (4 SHC)

Prerequisites: Take All: MAT-272 and PHY-251

Corequisites: None

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

**POL-120 American Government**

Credit: 1 unit (3 SHC)

Prerequisites: None

Corequisites: None

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course is a study of the origins, development, structure, and functions of American government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy process. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system.

**PSY-150 General Psychology**

Credit: 1 unit (3 SHC)

Prerequisites: None

Corequisites: None

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

**SOC-210 Introduction to Sociology**

Credit: 1 unit (3 SHC)

Prerequisites: None

Corequisites: None

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of

sociological concepts as they apply to the interplay among individuals, groups, and societies.

### SPA-111 Elementary Spanish I

Credit: 1 unit (3 SHC)

Prerequisites: None

Corequisites: None

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness.

### SPA-112 Elementary Spanish II

Credit: 1 unit (3 SHC)

Prerequisites: SPA-111

Corequisites: None

CA: 11<sup>th</sup>/12<sup>th</sup> Grade

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness.

## North Carolina Virtual Public School Courses

North Carolina Virtual Public School was created to offer students across the state high school courses that their traditional high schools might not be otherwise able to offer. Consequently, all these courses are offered **ONLY** online. **Students must complete an application in order to enroll in NCVPS courses and, of course, must meet eligibility requirements.**

- All NCVPS online courses will demand self-motivation and organization skills, comfort with technology (in order to download needed information and to upload student work), and ability to communicate with an off-campus instructor (NOT a PHS faculty member) via text, email, or Moodle/ Blackboard.
- Consequently, only 11<sup>th</sup> and 12<sup>th</sup> graders with a minimum 3.0 GPA OR 10<sup>th</sup> graders with a minimum 3.5 GPA should apply for these courses.
- NCVPS offers AP courses, honors courses, and standard courses.

## NCVPS Online

### Advanced Placement

### Course Opportunities:

- Advanced Placement options are year-long for ONE credit.
- **Students are expected to commit 90 minutes a day for an entire school year to an online AP course. They will be assigned to the media center computer lab for this block both semesters.**
- **Also, students are expected to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests.**
- They will be expected to take the AP exam in May. (Students are asked to input the NCVPS Code (045) into the 'Online Provider Code' found on page 1, item G of the AP answer sheet on the day of testing so that NCVPS may receive a copy of the student's test score results for our records since these scores are needed as part of the accountability piece for NCVPS.)
- **BECAUSE THESE CLASSES ARE YEAR-LONG, STUDENTS ARE MAKING A COMMITMENT TO PARTICIPATE IN THE COURSE BOTH SEMESTERS. SCHEDULE CHANGES MID-YEAR WILL, OF COURSE, NOT BE POSSIBLE.**
- **AP courses earn an additional quality point towards the student's GPA. (Students starting high school before 2015-16 earn 2 additional quality points for AP courses.)**

### NCVPS *year-long* Advanced Placement courses that Pisgah High School offers students include:

#### AP ART HISTORY (Yearlong)

Course Offering: Year-long for 1 credit

Prerequisites: No prior experience in art history is required. Students should be strong in academic courses. Strong studio art skills are not necessarily a predictor of success in this course. In general juniors and seniors in high school are best suited in terms of breath of education—history, language arts and foreign language depth and success is a good predictor. In order to be successful in AP Art History, students will need general computer knowledge and Internet access.

CA: 10<sup>th</sup> graders (with 3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

Art is the reflection of the time, place, and people that produced it. The Advanced Placement Art History course is designed to provide the same benefits to you as high school students that are provided by an introductory college art history course—those being an understanding and enjoyment of architecture, sculpture, and other art forms within their historical and cultural context. During

the course we will examine major forms of artistic expression from the past and the present from a variety of cultures. Students will learn to look at works of art critically, with intelligence and sensitivity, and to analyze what you see. All students successfully completing the AP Art History course should gain an in-depth knowledge of the subject, as well as form disciplined study habits that can contribute to continued success at the college level. The course requires a high degree of commitment to academic work and to the purposes of a program designed to meet the college standards. For the latest information and services available go to <http://www.collegeboard.org/AP>

**Textbook (Required)**  
**Title/Edition:** Art History Combined Volume (5th Edition)  
**Author(s):** Marilyn Stokstad, Michael W. Cothren  
**ISBN-10:** 0-205-87347-2  
**ISBN-13:** 978-0-205-87347-0  
**Format:** Alternate Binding  
**Published Date:** January 2013

**OR**  
**Title/Edition:** Gardner's Art Through the Ages: A Global History (14th Edition)  
**Author(s):** Fred S. Kleiner  
**ISBN-10:** 0495915424  
**ISBN-13:** 9780495915423  
**Format:** Hardback  
**Published Date:** 2013

**AND**  
**Textbook (Recommended)**  
**Title/Edition:** Barron's AP Art History, 2nd Edition  
**Author(s):** John B. Nici, M.A.  
**ISBN-10:** 0764146912  
**ISBN-13:** 978-0764146916  
**Format:** Paperback  
**Published Date:** February 2012

While these are the latest editions, we can actually work with previous editions, as well. Contact the Art Department Instructional Leaders for confirmation.

Because this is a college-level course, students will not be successful without access to this in-depth information. The text is used extensively beginning in Week 2. Alternatives are provided for the first few weeks in order to give students time to obtain texts, but this is a limited option.

### AP EUROPEAN HISTORY (Yearlong)

Course Offering: Year-long for 1 credit  
 Prerequisites: Successful completion of honors World History  
 CA: 10<sup>th</sup> graders (3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (3.0 GPA)

AP European History is a college level survey course that covers the time period from approximately 1450 until the present. The course will cover economic, social, cultural, intellectual, political, and diplomatic themes in European History. Students will be expected to develop analytical thinking and persuasive writing skills in dealing with historical evidence and interpretation. Students are expected to complete the AP European History exam in the spring.

**Textbooks**  
 NCVPS recommends using one the following:

1. A History of the Modern World (Palmer, Colton, Kramer) 9th Edition  
ISBN-13: 978-0375413988
2. The Western Experience Paperback McGraw-Hill—8th Edition  
ISBN-10: 0072493771
3. The Western Heritage (Kagen) 10th Edition, Prentice Hall (2009)
4. Modern European History (Birdsall Viault) McGraw-Hill—Review Paperback
5. A History of Western Society (John McKay) Boston: Houghton Mifflin. 2006
6. Western Civilization: Sources, Images, and Interpretations (Dennis Sherman)  
7th Edition Boston: McGraw Hill, 2008

### AP GOVERNMENT AND POLITICS, US (Yearlong)

Course Offering: Year-long for 1 credit  
 Prerequisites: A foundation of government met by taking Civics and Economics.  
 CA: 12<sup>th</sup> graders (3.0 GPA)

AP Government and Politics US includes general concepts used to interpret US politics (specific examples will be analyzed). Students in this course will confront critical questions about the American political landscape and their roles as citizens. We will question the compatibility of capitalism and democracy, the balance between security and liberty, and the relationship between rights and responsibilities. Our attention will focus on Constitutional principles, the political process, policy making institutions, rights and liberties, and the politics of national policy. We will analyze such important concepts as social capital, immigration, inequality, racism, education, First Amendment rights, and the media. Students will not only read their textbook and numerous outside readings in one semester, but they should anticipate an average of one hour of homework per night. Students will complete work on challenging projects and sophisticated tests and will be expected to contribute to critical discussion. Students will complete weekly journal reviews of political events.

**Textbook**  
*Government by the People* by Burns and Peltason (Prentice Hall) is the required textbook. There are a number of versions of this textbook out there.

### AP HUMAN GEOGRAPHY (Yearlong)

Course Offering: Year-long for 1 credit  
 Prerequisites: Successful completion of an honors or AP level social studies or English course. A strong background in science is also encouraged.  
 CA: 12<sup>th</sup> graders (3.0 GPA)

The purpose of the AP course in 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. They also learn about the methods and tools geographers use in their science and practice. The general themes of AP Human Geography are as follows:

- Geography is fundamentally concerned with the ways in which patterns on Earth's surface reflect and influence physical and human processes.
- Geography looks at the world from a spatial perspective—seeking to understand the changing spatial organization and material character of Earth's surface.
- Geographical analysis requires a sensitivity to scale—not just a spatial category but as a framework for understanding how events and processes at different scales influence one another.
- Geography is concerned not simply with describing patterns, but with analyzing how they came about and what they mean.
- Geography is concerned with the ways in which events and processes operating in one place can influence those operating at other places. The overall goal of AP Human Geography is to introduce students to the study of geography as a social science by emphasizing the relevance of geographic concepts to human problems.

**Textbook**

The Cultural Landscape: An Introduction to Human Geography, James Rubenstein, 8th Edition, Prentice Hall, 2004 (other editions are acceptable)  
 ISBN-10: 0-13-142939-6  
 ISBN-13: 978-0-13-142939-0

**AP PSYCHOLOGY (Yearlong)**

Course Offering: Year-long for 1 credit

Prerequisites: There are no prerequisite classes for AP Psychology, though students who have taken regular or Honors Psychology may find themselves slightly more familiar with some topics in AP Psychology. Students must have excellent critical reading skills and a willingness to develop time management strategies.

CA: 10<sup>th</sup> graders (with 3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

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 psychologists to wonder about the behavior and thinking of humans, and the more science-based knowledge allows us to test our hypotheses. This introductory course will expose students to many of the fields of interest within Psychology. Topics covered will be the more familiar Personality Development, Altered States of Consciousness (sleep, dreams, and hypnosis), Learning, Memory, and Abnormal Behavior. Students will also study the Biological Basis of Behavior, Motivation, Sensation, Perception, Health Psychology and Social Psychology. The methods, including statistics, for completing psychological research will also be introduced in AP Psychology. Students will complete approximately 4 chapters each nine weeks. Assignments will include the completion of study guides, web based simulations, out of class activities, group discussions and experiments. It is expected that the reading and

assignments for AP Psychology will take approximately 90 minutes per day, which includes class time. More time will need to be budgeted for special projects or exams.

**Textbook**

*Psychology*, 8th edition by David G. Myers. Worth Publishers, 2007. (It is also okay to use the 7th or 9th editions) ISBN: 0716764288; ISBN-13: 9780716764281

The study guide that accompanies the textbook is recommended, but not required.

**AP BIOLOGY (Yearlong)**

Course Offering: Year-long for 1 credit

**Prerequisites**

Students who sign up for AP Biology should have been successful in Biology or Honors Biology, and Chemistry or Honors Chemistry. The definition of successful is an average of 80 percent or more in the course and being proficient on the NC EOC for Biology (level III/IV).

CA: 11<sup>th</sup> & 12<sup>th</sup> grade (3.0 GPA)

**Course Description**

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. AP Biology is designed to be a rigorous course equivalent to a two semester college introductory biology course. All work is designed to be at the college level and students are expected to work accordingly. This is a fast paced course dealing with more content in depth than the regular high school biology. Lab requirements are rigorous. Students will complete 11 AP Bio Labs as described in the lab manual (if their school can provide the materials,) or the alternative virtual labs. There are also several assignments that act as supplemental material to help the students better understand the labs. Students are expected to take responsibility for their learning by spending the required time in class (60-90 minutes daily) and to also devote time out of class working on required assignments in order to achieve mastery in biology.

**Textbook:** In order to try defray the costs of textbooks any AP Recommended Biology Textbooks suggested by the College Board will suffice. However, we suggest the 8th or 9th edition of Campbell's Biology.

**Title/Edition:** Campbell Biology (9th Edition)

**ISBN:** 0321558235

**ISBN-13:** 9780321558237

**Publisher:** Benjamin Cummings

**Published Date:** October 2010

**MSRP:** \$208.80

**Optional Text**

**Title/Edition:** AP<sup>®</sup> Biology Investigative Labs: An Inquiry-Based Approach Student Manual

**Item #:** 130085374

**MSRP:** \$22.00

Purchase through [CollegeBoard Website](http://CollegeBoard Website)

For Review students may want to pick up: (You do not have to buy new so look at Amazon.com)

**Title/Edition:** Student Study Guide for Campbell Biology, 9th edition (pairs with course's textbook)  
**ISBN-10:** 0321629922  
**ISBN-13:** 978-0321629920  
**Publisher:** Benjamin Cummings  
**MSRP:** \$65.60

**Title/Edition:** Cliffs AP Biology (English), 2013 Edition  
**ISBN-10:** 1118127994  
**ISBN-13:** 978-1118127995  
**Publisher:** Cliff Notes  
**MSRP:** \$17.99

**Title/Edition:** Cracking the AP Biology Exam, 2013 Edition (Revised)  
**ISBN-10:** 0307946339  
**ISBN-13:** 978-0307946331  
**Publisher:** Princeton Review  
**MSRP:** \$18.99

**Title/Edition:** 5 Steps to A 5 Ap Biology by Mark Anestis, 2012 Edition  
**ISBN-10:** 0071751793  
**ISBN-13:** 978-0071751797  
**Publisher:** McGraw-Hill  
**MSRP:** \$68.45

*Individual teachers may ask students to gain access to additional outside reading books.*

### Technical Requirements

All the basic Microsoft office: Word, Powerpoint, Publisher, Exel. Requires access to [www.explorellearning.com](http://www.explorellearning.com) (Gizmos - Online Labs) and Shockwave for online GIZMO labs; access to [www.sasinschools.com](http://www.sasinschools.com) and the required plugins (Java, Acrobat Reader, Flash) will be needed. Lab Bench, Aris, Glogster, online video like animoto along with other online applications all of which may require shockwave, java, quick time, media player etc. Headphones are required to view videos - need media player, Quicktime or VLC to view. Would be nice to have photo story 3 or video software. Microphone, possibility access to digital camera/video. Any downloadable software (e.g. Google Earth) may be expected to complete 21st century skills assignments. **Please realize this is not an exhaustive list as new web 2.0/3.0 applications are being created.**

### On Site Lab Information

This course comes with 11 mandatory AP Biology labs. Our teachers prefer that students complete these labs as they are described in the lab manual. This will require each school to have an on site lab facilitator. The facilitator will provide access to lab materials, lab facility, and any lab process or content related question. We encourage schools to purchase kits from a biological supply company. Depending on the number of students, schools could buy just the demo kits. If it is not possible for students to complete the labs on site, there are alternative virtual labs provided in the course.

### AP Test

Students that take the AP exam for this course are asked to input the **NCVPS Code (045)** into the 'Online Provider Code' found on page 1, item G of the AP answer sheet on the day of testing so that NCVPS may

receive a copy of the student's test score results for our records since these scores are needed as part of the accountability piece for NCVPS.

### AP COMPUTER SCIENCE (Yearlong)

**Course Offering:** Year-long for 1 credit

#### Prerequisites

Successful completion of Math 1. An introductory programming class is not required but some type of computer programming is generally recommended. Students should also enjoy problem solving and working with computers.

CA: 10<sup>th</sup> grade (3.5 GPA) & 11<sup>th</sup>/12<sup>th</sup> (3.0 GPA)

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the readings, class discussions, assignments, and tests. This AP Computer Science course is an introductory course in computer science. Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of the course is built around the development of computer programs or parts of programs that correctly solve a given problem. The course also emphasizes the design issues that make programs understandable, adaptable, and, when appropriate, reusable. At the same time, the development of useful computer programs and classes is used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. Computer Science emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester course in computer science. It also includes the study of data structures and abstraction. For more information on the content covered by the AP course and exam, please visit:

<http://www.collegeboard.org/ap/students/compsci/index.html>

This class is available to any student who has completed Math 1 and is interested in learning to program at the college level. Although it is not required, it is highly recommended to complete an introductory programming course prior to this course. This is a college level class and will move at a considerably faster pace than the typical high school class. Students should be prepared to complete outside readings and spend many hours on the computer. You must be willing to share and help classmates throughout this class with their programming assignments. The instructor will monitor the support given to students and will intervene only when necessary.

### Textbooks

**Title/Edition:** Java, An Introduction to Problem Solving & Programming, 4th Edition, 2004 (Recommended, but not required)

**Authors:** Walter Savitch

**Publisher/Vendor:** Pearson/Prentice Hall

**ISBN:** 0131492020 / 9780131492028

**Ordering Information:** <http://www.pearsonhighered.com/>  
"http://www.pearsonhighered.com"

**Price:** \$115.00

**State Adopted:** No

This text is an additional resource that some students find useful. A single copy of the text as a library resource is sufficient.

**Title/Edition:** AP Computer Science 2015 w/cd (Recommended, but not required)

**Authors:** Roselyn Teukolsky

**Publisher/Vendor:** Barron's Education

**ISBN:** 978-1438005942

**Ordering Information:** <http://www.barronseduc.com/>

**Price:** \$18.99

**State Adopted:** No

This text is an excellent review for the AP Computer Science exam and is recommended for students sitting for the AP Computer Science Exam.

### Technical Requirements/Course Materials/Software

- Microsoft Office (Word, Excel, Power Point)
- Java 7.0 update 51 Software
- BlueJ2 IDE Software

### Resources:

- Java JRE 7.0 and Java JDK 7 Software:  
<http://www.oracle.com/technetwork/java/javase/downloads/index-jsp-138363.html#javasejdk>
- BlueJ2 IDE Software:  
[www.bluej.org/download/files/bluejsetup-220.exe](http://www.bluej.org/download/files/bluejsetup-220.exe)

### AP Test

Students that take the AP exam for this course are asked to input the NCVPS Code (045) into the 'Online Provider Code' found on page 1, item G of the AP answer sheet on the day of testing so that NCVPS may receive a copy of the student's test score results for our records since these scores are needed as part of the accountability piece for NCVPS.

### AP ENVIRONMENTAL SCIENCE (Yearlong)

**Course Offering:** Year-long for 1 credit

#### Prerequisites:

Successful completion of Biology I, Math 1, and Chemistry I. Successful completion denotes that student has a Level III or IV on Biology I, Math 1, and Chemistry I EOC tests.

#### Course Description:

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. This course is a yearlong course that allows students to study human interactions within the earth system. Topics that will be covered include biogeochemical cycles, dynamic earth, air, water, and soil quality, human populations, the physical and social context of human decisions and policies, ecological concepts, and sustainability of earth systems. The course provides students the rigors of a college level

introductory course in environmental science while allowing for scientific inquiry that encourages human stewardship of the earth. Assessments will include laboratory and simulation exercises, self-quizzes, and traditional testing methods such as multiple choice and free response essays that will allow successful students to take the Advanced Placement Exam in the spring after completing the course.

Students should plan to spend at least 2 1/2 hours daily in order to successfully complete the course. The expectation is 90 minutes of class time plus approximately an hour daily on homework.

Assignments which are submitted late will be accepted at 80% point value up to a week. Any assignment received more than a week late is not accepted.

Assignments due the last week of each quarter must be submitted by the due date due. Work received late will not be accepted. This is due to grade report deadlines that must be sent to schools.

### Textbooks

**Title/Edition:** Living in the Environment: Principles, Connections, and Solutions, 13th Edition, 2004 (hardcopy)

**Authors:** G. Tyler Miller

**Publisher/Vendor:** Brooks Cole

**ISBN:** 0-534-39798-0

**Ordering Information:** <http://www.cengagebrain.com/>

**Price:** \$137.89

**State Adopted:** YES

### Tech Requirements/Course Materials/Software

- Microsoft PowerPoint & Microsoft Word
- Soil testing kit that tests for phosphorous, nitrogen, pH
- Soil thermometer
- Water testing kit that tests for pH, nitrates, phosphates, dissolved oxygen
- Radish seeds
- Duckweed
- Wheat and grass seeds
- Access to a drill
- 5 empty 2 liter, clear soda bottles

**Technical Requirements:** Requires access to [www.explorelearning.com](http://www.explorelearning.com) and Shockwave for online GIZMO labs; access to [www.sasinschools.com](http://www.sasinschools.com) and the required plugins (Java, Acrobat Reader, Flash) will be needed. Headphones are required to view videos - need media player, Quicktime or VLC to view. Students should also have access and use Microsoft Word and PowerPoint. Web site resources required; Millers Catalog - [www.thomsonedu.com/biology/miller](http://www.thomsonedu.com/biology/miller) -This is the Web site that accompanies the textbook

**AP Science Course Requiring On Site Lab:** Students may need access to science lab materials and a lab facility, thus a lab facilitator would provide guidance and direction (verify with instructor of course during "soft start" - week before official start of class).

**Note:** Schools should provide textbooks and lab supplies.

**AP Test:** Students that take the AP exam for this course are asked to input the NCVPS Code (045) into the ‘Online Provider Code’ found on page 1, item G of the AP answer sheet on the day of testing so that NCVPS may receive a copy of the student’s test score results for our records since these scores are needed as part of the accountability piece for NCVPS.

### **AP MACRO /MICROECONOMICS (Yearlong)**

**Course Offering:** Year-long for 1 credit

#### **Prerequisites**

Successful completion of Math 3 and Civics and Economics courses.

CA: 12<sup>th</sup> (3.0 GPA)

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. The purpose of microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The purpose of macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Within the course particular emphasis is placed on the study of national income and price-level determination and also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics.

#### **AP Test**

Students that take the AP exam for this course are asked to input the NCVPS Code (045) into the ‘Online Provider Code’ found on page 1, item G of the AP answer sheet on the day of testing so that NCVPS may receive a copy of the student’s test score results for our records since these scores are needed as part of the accountability piece for NCVPS.

### **AP MUSIC THEORY (Yearlong)**

**Course Offering:** Year-long for 1 credit

#### **Prerequisites**

There are no prerequisite classes for AP Music Theory. Students who have studied music formally may be more familiar with some musical topics in the course, and because of this, AP Music Theory may not be suitable for middle school students.

CA: 10<sup>th</sup> grade (3.5 GPA) 11<sup>th</sup> & 12<sup>th</sup> grade (3.0 GPA)

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. AP® Music Theory is intended for advanced high school students who have an interest in performing,

writing, and analyzing music. Through this course, students will further their understanding of musical harmony, form and structure, and the elemental building blocks of composition. The principal concentration in the course is in the seventeenth- and eighteenth-century stylistic practice, however, musical style through the twentieth century will also be studied.

This year-long course will be administered via an online setting through the North Carolina Virtual Public High School. Because of the nature of online learning and the advancements in writing and performing music, the use of music technology will be used principally throughout.

The General and Expanded Course Content has been based upon the Expanded Course Specifications posted at AP Central Music Theory. The course will meet and exceed the curriculum described in the *AP Music Theory Course Description* and will cover the content found on the AP Music Theory Exam. Other topics such as MIDI, composition, sequencing, transposition, arranging, and advanced harmonic analysis will be included to reinforce the primary concept of Music Theory.

#### **Required Textbook**

**Title/Edition:** Required: Tonal Harmony, 2008.

**Authors:** Stefan Kostka and Dorothy Payne

**Publisher/Vendor:** McGraw-Hill Companies, 6th edition

**ISBN:** ISBN 10: 73401358, ISBN 13: 9780073401355

Many additional resources from Dr. Payne will be supplemented throughout the course. The text isolates functional harmony with analysis through Roman numerals.

Online materials are also available at [http://highered.mcgraw-hill.com/sites/0073401358/student\\_view0/](http://highered.mcgraw-hill.com/sites/0073401358/student_view0/)

#### **Ordering Information:**

<http://www.glencoe.com/catalog/index.php/program?c=1671&s=22121&p=5486&t=2>

**Price:** \$77.75 (etext available \$48.75)

**State Adopted:** No

### **Course Materials/Software/Technical Requirements**

#### **Requirements:**

##### **Assessments**

- To help prepare for the AP Exam, the Music Theory course provides several full-length AP Music Theory practice exams. These tests will be graded as part of the course assignments and it is recommend that the student take them in conditions as close to the AP Exam conditions as possible (i.e.: timed, in one sitting). ELAs will be made aware of these assignments via the syllabus and email communications.

##### **Notation Software**

- (REQUIRED) A version of Finale is required. If you have the full version of Finale that is fine. At a minimum, Finale Notepad is required. For a nominal fee, you can get a version of Notepad at <http://www.finalemusic.com/notepad/>. There may be some free versions, from previous versions of Notepad available on the internet. If

you do not have Finale Music Notation Software or Finale Notepad, you will be required to have an account with NoteFlight (<http://www.noteflight.com/>) and this will require you to re-notate all assignments.

### Headset and Microphone

- (REQUIRED) You will need a headset and mic to be able to record your voice in Blackboard IM and on Voiceboards. Some computers have a mic built inside and that is fine to use also.

### WIMBA Wednesday

- Additionally, students are strongly encouraged to attend Wimba Wednesday sessions (Wednesday times TBA and will be announced in the course weekly). Although this is not a required part of the class, there will be assignments and test questions associated with these sessions. If live attendance is impossible, viewing the archives will be necessary to obtain the information needed for these assignments. Attendance is also recommended as this is a live opportunity to ask questions and have visual clarification on course concepts.

### Website: College Board

([http://www.collegeboard.com/student/testing/ap/sub\\_mUSIC.html](http://www.collegeboard.com/student/testing/ap/sub_mUSIC.html)).

### AP Test

Students that take the AP exam for this course are asked to input the NCVPS Code (045) into the 'Online Provider Code' found on page 1, item G of the AP answer sheet on the day of testing so that NCVPS may receive a copy of the student's test score results for our records since these scores are needed as part of the accountability piece for NCVPS.

### AP PHYSICS 1

**Course Offering:** Year-long for 1 credit

#### Prerequisites

Successful completion of mathematics courses and are proficient in solving linear equations, working with ratios and proportions, and using basic trigonometry.

CA: 11<sup>th</sup> (3.0 GPA)

This course provides a systematic introduction to the principles of Newtonian mechanics and an introduction to electrodynamics through electric circuits. Emphasizing the development of conceptual understanding and problem-solving ability using algebra and some trigonometry, it provides a foundation in physics and seeks to be representative of topics covered in similar college courses.

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. The AP Physics 1 curriculum is for students who are interested in studying physics as part of the basis for

more advanced work in college in the life sciences, medicine, geology, or related areas. A hands-on laboratory component is included. Students will perform laboratory experiments. For some of the experiments, students will take their own data at home or in the classroom, while for others students will obtain the data from analysis of video clips that are provided.

The AP Physics 1 curriculum covers topics like kinematics, Newton's laws, circular motion, work, energy and power, linear momentum, gravitational field, harmonic motion and waves, electric circuits and Ohm's and Kirchhoff's laws.

The primary goals of the course are to provide a broad overview of introductory physics at the level and with the scope of the AP Physics 1 curriculum and to develop the associated skills in problem solving and laboratory work. Achieving these goals in an online course is more challenging than in a traditional course, because students must use the textbook and associated online materials as the primary resources for content and problem-solving strategies. Moreover, students need to be able to keep to a fast-paced schedule with less direct involvement from the instructor than in a traditional course. The instructor will set goals and provide instructions for completing weekly assignments, evaluate the student's work, and provide feedback.

### Required Materials

Textbook: Physics: 2nd ed, by James Walker, ISBN #: 0-13-101416-1. It is an older edition and the newer ones are available. They are just as good. But this is the same book that has been used by NCVPS.

You will have a few labs where "household" items are needed, such as a meter stick.

### AP PHYSICS 2

**Course Offering:** Year-long for 1 credit

#### Prerequisites

Students should have had AP Physics 1 or a comparable introductory course. In addition, students should have taken or be concurrently taking pre-calculus or an equivalent course.

CA: 12<sup>th</sup> grade (3.0 GPA)

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. The AP Physics 2 curriculum is for students who are interested in studying modern physics as part of the basis for more advanced work in college in the life sciences, medicine, geology, or related areas. A hands-on laboratory component is included. Students will perform laboratory experiments. For some of the experiments, students will take their own data at home or in the classroom, while for others students will obtain the data from analysis of video clips that are provided.

The AP Physics 2 curriculum explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics.

The primary goals of the course are to provide an introductory overview of modern physics at the level and with the scope of the AP Physics 2 curriculum and to develop the associated skills in problem solving and laboratory work. Achieving these goals in an online course is more challenging than in a traditional course, because students must use the associated online materials as the primary resources for content and problem-solving strategies. Moreover, students need to be able to keep to a fast-paced schedule with less direct involvement from the instructor than in a traditional course. The instructor will set goals and provide instructions for completing weekly assignments, evaluate the student's work, and provide feedback.

### Technical Requirements

- Internet Access
- Graphing Calculator
- Computer updated according to <http://www.ncvps.org/index.php/technology-requirements/>
- Scanning/High-Quality photo capability for submitting assignments digitally
- Microsoft Office or equivalent
- Lab Equipment includes but is not only subject to: meter stick, string, stopwatch, scale/balance, spring scale, other "household" items

### AP STATISTICS (Yearlong)

**Course Offering:** Year-long for 1 credit

#### Prerequisites

Math 3 or equivalent

CA: 11<sup>th</sup> & 12<sup>th</sup> grade (3.0 GPA)

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. The course is designed to prepare students to collect, analyze and draw conclusions from data. Students will learn how to view data through a discriminatory eye to determine validity and be able to interpret data and analysis that is valid. Teaching the course is somewhat different than other traditional mathematics courses because it provides an answer to the age old mathematics student question of, "When are we going to use this?" Students will use real data, whether self collected or from a primary source, to perform analysis or to test hypotheses. Students will conduct simulations and studies to help anchor topics throughout the course. Data will come from a variety of sources ranging from national newspapers to organization

websites. Students will be prepared to successfully take the AP Statistics exam in May.

#### Textbook:

Yates, D.S, Moore, D.S., & Starnes, D.S. The Practice of Statistics, 2<sup>nd</sup> Edition. W.H. Freeman and Company, New York. 2003 ISBN: 0-7167-4773-1 **OR**

Yates, D.S, Moore, D.S., & Starnes, D.S. The Practice of Statistics, 3<sup>rd</sup> Edition. W.H. Freeman and Company, New York. 2008 ISBN-10: 0-7167-7309-0; ISBN-13: 978-0-7167-7309-2

**\*\*We accommodate both of these books in the class. You only need one version, and neither one is recommended over the other.**

**NOTE:** There is also an **e-book version of the 3<sup>rd</sup> edition** book. It is the same as the regular 3<sup>rd</sup> edition book only in electronic form and not hardcopy. It may be preferable to purchase that version or a site license instead of the hardcopy. The ISBN is listed below:

ISBN-10: 1-429-23026-6

ISBN-13: 978-1-429-23026-1

#### Additional Required Supplements:

- **TI- 83 or 84** graphing calculator. It is also acceptable to use a **TI-89**.
- MSWord and MSExcel 2007 or higher version
- Computer Disk or Flash Drive (to save work/make backups)

### AP Test

Students who take this course should be prepared to take the AP Statistics Advanced Placement Exam in May. For more information go to the College Board AP site: <http://apcentral.collegeboard.com/>. Students that take the AP exam for this course are asked to input the NCVPS Code (045) into the 'Online Provider Code' found on page 1, item G of the AP answer sheet on the day of testing so that NCVPS may receive a copy of the student's test score results for our records since these scores are needed as part of the accountability piece for NCVPS.

### AP WORLD HISTORY (Yearlong)

**Course Offering:** Year-long for 1 credit

#### Prerequisites

Success in advanced or honors level work

CA: 10<sup>th</sup> grade (3.5 GPA) 11<sup>th</sup> & 12<sup>th</sup> grade (3.0 GPA)

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. The AP World History course requires students to engage with the dynamics of continuity and change across historical periods that are included in the course. Students will be taught to analyze the process and causes involved in these continuities and change. In order to do so, students will be taught to focus on overarching themes which serve throughout the course as unifying threads, helping students to put what is particular about each period or society into a larger framework. The themes also provide ways to make comparisons over time and facilitate cross-period questions. Students will work with a college level textbook throughout the course in preparation for the AP World History exam in May.

**Textbooks:**

**(Required)** *World Civilizations: The Global Experience AP\* Edition*, Peter Stearns, et al. The 4<sup>th</sup> or 5<sup>th</sup> edition is acceptable for this course.

- 4<sup>th</sup> Edition: ISBN 10: 0131939270  
ISBN 13: 9780131939271

- 5<sup>th</sup> Edition: ISBN 10: 0132206994  
ISBN 13: 9780132206990

**(optional)** *Documents in World History: Volume 1: The Great Traditions: From Ancient Times to 1500*, 4<sup>th</sup> or 5<sup>th</sup> Editions, Peter Stearns, Stephen Gosch, and Erwin Grieshaber

- 4<sup>th</sup> Edition: ISBN 10: 0321330544  
ISBN 13: 9780321330543

- 5<sup>th</sup> Edition: ISBN 10: 0205617891  
ISBN 13: 9780205617890

**(optional)** *Documents in World History: Volume 2: The Modern Centuries: From 1500 to the Present*, 4<sup>th</sup> or 5<sup>th</sup> Editions, Peter Stearns, Stephen Gosch, and Erwin Grieshaber

- 4<sup>th</sup> Edition: ISBN 10: 032133258X  
ISBN 13: 9780321332585

- 5<sup>th</sup> Edition: ISBN 13: 9780205619474

**AP Test**

Students that take the AP exam for this course are asked to input the NCVPS Code (045) into the ‘Online Provider Code’ found on page 1, item G of the AP answer sheet on the day of testing so that NCVPS may receive a copy of the student’s test score results for our records since these scores are needed as part of the accountability piece for NCVPS.

**AP LATIN (Yearlong)**

**Course Offering:** Year-long for 1 credit

**Prerequisites**

Successful completion of Latin III or placement test required on school site or with NCVPS world languages instructors (if there is no WL instructor on school site) to evaluate students. Suggested summer reading: Caesar’s The Gallic Wars and Vergil’s Aeneid.

CA: 12<sup>th</sup> grade (3.0 GPA)

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. This course will follow the syllabus for the Vergil Advanced Placement Exam as outlined by THE COLLEGE BOARD ([apcentral.collegeboard.com](http://apcentral.collegeboard.com)). The aim of this course is in general conformity with college Latin studies in the fourth through sixth semesters. As in all such courses at this level, the basic objective is progress in reading, translating, understanding, analyzing, and interpreting Latin in the original.

The content of advanced Latin courses contains literary works of surprising beauty and excitement, which often also carry an element of surprise since we tend to read only Greek literature in translation, and have as a culture often lost touch with Latin authors. Our set texts are Julius Caesar’s field notebooks on his wars in Gaul and selections from Vergil’s epic poem *The Aeneid*. A range of additional authors in both prose and poetry will be assessed as you develop skills in sight translation--i.e.

reading Latin using the toolkit you already have at greater and greater speed and ease.

The fact that you’ve honored a 4 year commitment to a course of study will always be a tribute to your sense of academic completion at graduation. The lifelong learner is better off with not only a foundation in a discipline but also with a knowledge that has seen fulfillment at the higher levels of the discipline. The successful career candidate takes with him the experience of having been there at the advanced levels of accomplishment.

On a more practical level, the most selective colleges and universities have a strong preference for candidates who demonstrate proficiency in a foreign language rather than stopping at a novice level. AP coursework in foreign languages is an excellent distinctive for the transcripts of students aiming at “stretch” colleges.

Blackboard Collaborate session attendance required.

**Textbooks:**

Mueller, Hans-Friedrich. (2012). *Caesar: Selections from De Bello Gallico*. Illinois: Bolchazy-Carducci Publishers, Inc. ISBN 978-0-86516-752-0

Boyd, Barbara Weiden (2012). *Vergil’s Aeneid: Selected Readings from Books 1, 2, 4, and 6*. Illinois: Bolchazy-Carducci Publishers, Inc. ISBN 978-0-86516-764-3

**AP Test**

Students that take the AP exam for this course are asked to input the NCVPS Code (045) into the ‘Online Provider Code’ found on page 1, item G of the AP answer sheet on the day of testing so that NCVPS may receive a copy of the student’s test score results for our records since these scores are needed as part of the accountability piece for NCVPS.

**AP CHINESE LANGUAGE AND CULTURE (Yearlong)**

**Course Offering:** Year-long for 1 credit

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. The AP Chinese Language and Culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Mandarin Chinese. These college courses, which deepen students’ immersion into the language and culture of the Chinese-speaking world, typically represent the point at which students complete approximately 250 hours of college-level classroom instruction. Course work provides students with opportunities to perform Intermediate- to Advanced-level tasks, and students are expected to achieve proficiencies throughout, and sometimes beyond, the Intermediate range, as described in the American Council on the Teaching of Foreign Languages (ACTFL) *Proficiency Guidelines*.

The AP course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (Interpersonal, Interpretive, and Presentational) and the five goal areas (Communication, Cultures, Connections, Comparisons, and Communities) as outlined in the *Standards for Foreign Language Learning in the 21st Century*.<sup>2</sup> Its aim is to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture. AP Chinese Language and Culture teachers plan and implement a course that focuses on language proficiency while interweaving level- and age appropriate cultural content throughout the course and providing for frequent formative assessment of students' developing proficiencies within the context of their learning. Instructional materials and activities are carefully and strategically adapted.

#### Textbooks

**Title:** The Moon Is Always Beautiful (Readings in Chinese Culture: Intermediate High) (Chinese Edition)

**ISBN-13:** 97808887276378

**ISBN-10:** 0887276377

**Author:** Qun Ao

**Binding:** Paperback

**Publisher:** Cheng & Tsui

**Published:** May 2008

#### AP Test

Students that take the AP exam for this course are asked to input the NCVPS Code (045) into the 'Online Provider Code' found on page 1, item G of the AP answer sheet on the day of testing so that NCVPS may receive a copy of the student's test score results for our records since these scores are needed as part of the accountability piece for NCVPS.

### **NCVPS Online Traditional High School (Standard and Honors) Course Opportunities:**

- Traditional high school courses offered through NCVPS are *semester-long, one credit choices*.
- Students are expected to commit 90 minutes a day for one semester to these courses.
- They will be assigned to the media center computer lab for this block.
- Again, these are only courses that are NOT offered in a traditional classroom setting on the high school campus.

#### **NCVPS semester-long high school courses that Pisgah High School offers students include:**

#### **SUCCESS 101**

Course Offering: Semester for 1 credit

Prerequisites: None

CA: 10<sup>th</sup> graders (with 3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

This course focuses on providing high school students with the skills necessary to be successful during their secondary and post-secondary educational career. Emphasis will be placed on the acquisition of study skills, development of techniques for time management, procedures for Internet use, and learning modalities unique to individual students. In addition, students will analyze the importance of post-secondary education by exploring everyday living expenses through real-life applications and researching career and post-secondary opportunities. The use of technology to prepare and present information, conduct research, develop media skills, and apply problem-solving strategies in the academic disciplines are included. This course requires completion of 4 final projects which assess student understanding of the course content by applying 21st Century Themes and Skills.

#### **JOURNALISM**

Course Offering: Semester for 1 credit

Prerequisites: None

CA: 10<sup>th</sup> graders (with 3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

Journalism students study techniques of journalistic writing, layout, newspaper organization, and American journalistic history. Students also survey the mass media, photography, television, and radio reporting. They are exposed to a variety of articles and genres (features, news, profiles, sports, etc). Because 21st century journalists are entrenched in a multimedia market, we explore a myriad of options for delivering the news.

**Course Standards:** Because the state of North Carolina did not have standards for Journalism at the time this course was created, this course is aligned to the Indiana Department of Education Journalism Standards. They encompass all information critical for students to successfully mastering an introductory level journalism course. They can be found at [http://www.splc.org/jideas/images/indiana\\_standards.pdf](http://www.splc.org/jideas/images/indiana_standards.pdf)

**Course Learning Outcomes:** Upon completion of this course, you should be able to do the following:

1. Identify the contributions of pioneer journalists and will become familiar with the overall history of journalism.
2. Demonstrate knowledge of the daily newspaper as a news source.
3. Demonstrate mastery of basic journalistic skills and the terminology of journalism through news writing.
4. Analyze journalistic devices that influence news makeup and content, such as headlines, photographs, and editorials.
5. Distinguish between fact and opinion in reporting and in propaganda by comparing articles and editorials.
6. Identify the limitations and responsibilities of a reporter.

- Analyze, criticize, and evaluate all forms of the mass media (newspaper, radio, television, magazines, movies and online media).

## **FORENSICS**

**Course Offering:** Semester for 1 credit

### **Prerequisites**

Biology and one physical science (chemistry, physical science or physics may be taken concurrently)

CA: 10<sup>th</sup> graders (with 3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

Forensic Science is a Science, Technology, Engineering, and Math focused course that encourages students to apply forensic science techniques to real-world problems. Students utilize 21<sup>st</sup> Century Learning Skills and technology, to focus on the Grand Challenge of Engineering and the Tools of Scientific Discovery.

Forensic science reviews and extends into application several fields of science such as; biology, chemistry, environmental science, anatomy, physiology and physics. The course is rich in exploration and investigation, teaching students to apply the concepts of core science using criminalistics, scientific methodology and technology. This course will focus on the collection and analysis of crime scene evidence (such as serology, toxicology, entomology, odontology and trace evidence), and explore lab analysis techniques (such as chromatography, DNA analysis, fingerprinting, and hair and footprint analysis and facial reconstruction). After successful course completion, students will be able to detect, collect, test, analyze and assess a variety of evidence and explain the significance and science of the evidence to a courtroom.

### **Technical Requirements**

Forensic Science requires access to [www.explorellearning.com](http://www.explorellearning.com) and Shockwave/Java/Flash for online GIZMO labs; access to [www.sasinschools.com](http://www.sasinschools.com) and the required plugins (Java, Acrobat Reader, Flash) will be needed. Students need access to two web browsers: Google Chrome (Windows operating system only, not supporting in Mac OS currently), Internet Explorer, Safari or Mozilla Firefox. Headphones, media player, Quicktime or VLC are required to view videos. Students should also have access to and knowledge in the use of, Microsoft Word and PowerPoint as well as a variety of web tools. Headset with mic needed for Blackboard Collaborate sessions and Blackboard IM App Share.

## **HONORS ANATOMY AND PHYSIOLOGY**

**Course Offering:** Semester for 1 credit

**Prerequisites:** Completion of Honors Biology or Biology (strongly recommend a first-time level 3 or 4 proficiency on the EOC for Biology).

CA: 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

*\*This is a weighted class.*

This course is designed for the student with a strong background and interest in biological sciences, health

care and veterinary medicine. A detailed study of the structure and functioning of the human body provides the framework for this class. Students are expected to complete research and engage in online investigations in this course. Both independent and collaborative anatomy/physiology projects will be expected and will reflect an honors-level. Students should expect to spend a minimum of 1.5 hours per school day during the fall or spring semester or 4 hours per day in the summer session to complete assignments.

### **Technical Requirements**

Requires access to [www.explorellearning.com](http://www.explorellearning.com) and Shockwave/Java/Flash for online GIZMO labs; access to [www.sasinschools.com](http://www.sasinschools.com) and the required plugins (Java, Acrobat Reader, Flash) will be needed. Mozilla Firefox is the preferred browser to avoid technical issues. Also, the computer should be equipped with a media player, Quicktime or VLC to view notes and videos. Headphones are required for notes and other activities if the student is working in a computer lab or group environment. Students should also have access and use Microsoft Word, Excel and PowerPoint. Headset with microphone will be useful (and necessary if in a group environment) for Blackboard Collaborate Classroom sessions and Blackboard IM sessions.

## **AFRICAN AMERICAN STUDIES**

**Course Offering:** Semester for 1 credit

**Prerequisites:** None

CA: 10<sup>th</sup> graders (with 3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

Students will explore the history, culture, and contributions of African Americans to the United States experience. Students will investigate the roles of people of African descent in all aspects of American life and culture from the African slave trade through the nineteenth and twentieth centuries and beyond. Science, history, math, architecture, literature, sports, music, dance, and oratory are just a few of the rich aspects of African American contributions to be discovered. Political contributions of African Americans will also be studied, including the accomplishments of the first African-American US President.

## **LEADERSHIP DEVELOPMENT**

**Course Offering:** Semester for 1 credit

**Prerequisites:** none

CA: 10<sup>th</sup> graders (with 3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

Students will explore and analyze twenty qualities of effective leadership and distinguish between management and leadership. They will investigate both positive and negative leadership roles in current and historical contexts. Students will self-reflect on leadership and how it applies to their own lives. Students will develop knowledge of themselves through assessment and reflection and use that information as well as knowledge of others to improve their own leadership skills, including communication and

interpersonal dynamics. Students will develop a personal leadership portfolio and will be encouraged to participate in an individualized service project in their own community. The course is appropriate for local student leaders and others who wish to explore and develop personal and group leadership skills.

### **MEDIEVAL STUDIES**

Course Offering: Semester for 1 credit

Prerequisites: None

CA: 10<sup>th</sup> graders (with 3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

This social studies course explores Medieval Europe and Asia from the days of Early Christianity until the dawn of the Renaissance. Students investigate Christianity, the rise of the Byzantine Empire, The Islamic World, and European Invasions and how these movements influenced medieval culture, politics, and economics. Students trace medieval political threads and how they influenced each other. The course makes frequent use of the rich resources about this period available as online, textual, and visual media. Within this textbook-independent course students work both individually and as members of groups to complete assignments and projects. Medieval Studies provides students an opportunity to explore both Eastern and Western cultures during an exciting period of history.

### **PSYCHOLOGY**

Course Offering: Semester for 1 credit

Prerequisites: None

CA: 10<sup>th</sup> graders (with 3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

Psychology is designed to engage students in the understanding, articulation, and dissemination of psychology as a science. Students are introduced to psychology with a focus on the scientific study of human development, learning, cognition, biology, society and culture. The course emphasizes the empirical examination of behavior and cognitive processes and offers perspectives that foster students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, solve problems and relate psychology to their personal life.

### **HONORS PSYCHOLOGY**

Course Offering: Semester for 1 credit

Prerequisites: None

CA: 10<sup>th</sup> graders (with 3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

*\*This is a weighted class.*

Psychology is designed to engage students in the understanding, articulation, and dissemination of psychology as a science. Students are introduced to psychology with a focus on the scientific study of human development, learning, cognition, biology, society and

culture. The course emphasizes the empirical examination of behavior and cognitive processes and offers perspectives that foster students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, solve problems and relate psychology to their personal life.

Honors Psychology covers the material in greater complexity, novelty, and pacing. Honors Psychology is distinguished by a difference in the quality of the work expected, not merely an increase in quantity.

### **ACT PREP**

Course Offering: Semester for 1 credit

Prerequisites: Math 1, Math 2, English 9 and 10 are suggested.

CA: 10<sup>th</sup> graders (with 3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

ACT Prep is a course designed to help prepare students for the ACT test. In addition to reviewing the basic English, Math, Science, Reading, and Writing skills assessed on the ACT test, students have access to test-taking strategies specific to the exam, real student work samples with explanations, grading rubrics for peer and self-assessment, practice tests with complete multiple-choice assessments, essays prompts, and study resources. Instruction, followed by collaborative, guided, and independent practice, provides the foundation for the course. Students spend nine weeks working on the English/Reading/Writing components of the ACT and nine weeks working on the Mathematics/Science components of the ACT. Upon successful completion, students will possess the tools necessary to complete the ACT to the best of their ability.

### **SAT PREP**

Course Offering: Semester for 1 credit

Prerequisites: Math I, Math 2, English 9 and 10 are suggested.

CA: 10<sup>th</sup> graders (with 3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

SAT Prep is a course designed to help prepare students for the SAT test. In addition to reviewing the basic verbal and mathematical skills assessed on the SAT test, students have access to test-taking strategies specific to the exam, real student work samples with explanations, grading rubrics for peer and self-assessment, practice tests with complete multiple-choice assessments, essays prompts, and study resources. Instruction, followed by collaborative, guided, and independent practice, provides the foundation for the course. Students spend nine weeks working on the verbal and writing component of the SAT and nine weeks working on the mathematics component of the SAT. Upon successful completion, students will possess the tools necessary to complete the SAT to the best of their ability.

## ARABIC LANGUAGE AND CULTURE I

Course Offering: Semester for 1 credit

Prerequisites: None

CA: 10<sup>th</sup> graders (with 3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

This course is an introduction to the study of the Arabic language and its rich and fascinating culture. Unlike other online Arabic courses, this course focuses on the spoken language to prepare students for communicating as soon as possible in the language. The goal of this course is to give students basic listening, speaking, reading, and writing skills throughout the modules and diverse activities based on pedagogical proven methods of foreign language instruction. Simple grammatical structures are practiced in innovative & interesting ways with a variety of learning styles in mind. Weekly practice with conversation coaches and the instructor is provided online. Culture is presented throughout the course to help students understand the context of the language and to better understand the perspectives of the Arabic language. The course is aligned to the national Foreign Language standards and provides a way to focus on the five important aspects of foreign language instruction: communication, culture connections, comparisons and community. These are the "Five C's of the Foreign Language Education" as outlined in Standards for Foreign Language Learning: Preparing for the 21st Century.

### Conversation Sessions

Students will have two conversation sessions with conversation coach who will help them with speaking and other activities in the course. Conversation sessions will take place twice a week 45 minutes each session in the time that is convenient for students. Conversation sessions will take place in virtual classroom called Blackboard Collaborate.

### Technical Requirements

Quicktime, Shockwave and Flash need to be installed for videos. Need to have Blackboard Collaborate Rooms setup, Blackboard IM, and a working headset. Firefox is the recommended browser for Mac users.

**Security Needs: Pop-up Blocker(s) must be turned off for:**

- <http://ncvps.blackboard.com>
- [www.ncvps.org](http://www.ncvps.org)

## ARABIC LANGUAGE AND CULTURE II

Course Offering: Semester for 1 credit

Prerequisites: Successful completion of Arabic 1 or ability to demonstrate mastery of level 1 Arabic.

Native speakers who speak Arabic and have basic knowledge of the Arabic alphabet and the writing system are allowed to bypass Arabic 1. Confirmation from the Arabic instructor is required.

CA: 10<sup>th</sup> graders (with 3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

This course is a continuation of a beginning level Arabic 1 course that will introduce students to a variety of areas

of language learning. Unlike other online Arabic courses, this course focuses on the spoken language to prepare students for communicating quickly in the language in different real life situations.

Students will be engaged in a variety of activities that include role-plays, interviews, surveys, word games, discussions, and recording their own voice. Simple grammatical structures are practiced in innovative & interesting ways with a variety of learning styles in mind throughout the course. Weekly practice with conversation coaches, who are native speakers of Arabic is provided online. Culture is also presented throughout the course to help students understand the context of the language and to better understand the perspectives of the Arabic language. The course is aligned to the national Foreign Language standards and provides a way to focus on the five important aspects of foreign language instruction: communication, culture, connections, comparisons and community. These are the "Five C's of the Foreign Language Education" as outlined in Standards for Foreign Language Learning: Preparing for the 21st Century.

### Conversation Sessions

Students will have two conversation sessions with conversation coach who will help them with speaking and other activities in the course. Conversation sessions will take place twice a week 45 minutes each session in the time that is convenient for students. Conversation sessions will take place in virtual classroom called Blackboard Collaborate.

### Technical Requirements

Quicktime, Shockwave and Flash need to be installed for videos. Need to have Blackboard Collaborate Rooms setup, Blackboard IM, and a working headset. Firefox is the recommended browser for Mac users.

**Security Needs: Pop-up Blocker(s) must be turned off for:**

- <http://ncvps.blackboard.com>
- [www.ncvps.org](http://www.ncvps.org)

## GERMAN I

Course Offering: Semester for 1 credit

Prerequisites: None

CA: 10<sup>th</sup> graders (with 3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

This first year course introduces students to the German language and culture. The emphasis in the course is on communication, and the teaching method is student-centered. We use motions to reinforce new vocabulary words which are taught in the context of mini-stories. Based on the National Standards for Foreign Language Learning, the objectives for our German I course are:

- **Communication:** Students engage in conversations about topics such as Food, Clothing, Places in Town, and Leisure Activities. They learn to express likes and dislikes and to interpret written and spoken language. They present information on different topics.

- **Cultures:** Students gain an understanding of different German cultural practices and products, for example: Courtesies, School in Germany, Youth Centers and Youth Hostels, German Music - past and present, German Film.
- **Connections:** Students learn about different aspects of German culture which connect to other disciplines, such as history, geography, and music.
- **Comparisons:** Students learn about language in general and about the concept of culture by comparing German language and culture to their own.
- **Communities:** Students use German beyond the school setting by working with the information from selected German websites.

## GERMAN II

Course Offering: Semester for 1 credit

Prerequisites: German I.

CA: 10<sup>th</sup> graders (with 3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

German II students build on what they have learned in German I. We are continuing the story of Thomas, the American exchange student, who has to solve a mystery involving his German girlfriend, Anita.

Based on the National Standards for Foreign Language Learning, the objectives for our German II course are:

- **Communication:** Students engage in conversations about topics such as Typical German - Typical American?, Giving Directions, Birthday, Shopping. They present information on different topics.
- **Cultures:** Students gain an understanding of different German cultural practices and products, for example: Polite Forms, Meals, Public Transportation, Money (Euro), Computers and the German phone system..
- **Connections:** Students learn about different aspects of German culture which connect to other disciplines, such as history, math and geography.
- **Comparisons:** Students learn about language in general and about the concept of culture by comparing German language and culture to their own.
- **Communities:** Students use German beyond the school setting by working with the information from selected German websites.

## HONORS GERMAN III

Course Offering: Semester for 1 credit

Prerequisite: German II

CA: 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

*\*This is a weighted class.*

German III students will use the skills they acquired in German I and II to work with a variety of authentic German texts: poems, newspaper articles, legends and fairy tales, songs and a novel. Based on the National

Standards for Foreign Language Learning, the objectives for our German III course are:

- **Communication:** Students engage in conversations about topics such as leisure time activities. They present and exchange information about themselves; express their feelings and reactions to themes expressed in some of the texts and exchange opinions about children's responsibilities. Students study global reading skills in order to understand a variety of authentic texts. They work with spoken language by listening to the episodes of a radio play. Students present information after researching selected websites, texts and other sources of information.
- **Cultures:** Students gain an understanding of different German cultural practices, products and perspectives by studying German youth centers, reading maps, preparing food, working with German poetry, teaching concepts of German culture to elementary students and working with the play "Faust."
- **Connections:** Students reinforce and further their knowledge of other disciplines by working with figurative language, metaphors and similes; by practicing map reading skills and by exploring logical connections and conclusions.
- **Comparisons:** Students learn about language in general and about the concept of culture by studying German poetic language, contextual clues, grammatical concepts, and problems of communication.
- **Communities:** Students use German both within and beyond the school setting by teaching German to elementary school children and exploring selected German websites. Students use German for personal enrichment and enjoyment by writing their own poetry, learning how to read German novels and studying a classical German play.

## Technical Requirements

Quicktime, Shockwave and Flash need to be installed for videos. Need to have Blackboard Collaborate Rooms setup, Blackboard IM, and a working headset. Firefox is the recommended browser for Mac users.

## HONORS GERMAN IV

Course Offering: Semester for 1 credit

Prerequisite: German III

CA: 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

*\*This is a weighted class.*

German IV students will use the skills they acquired in German I, II and III to work with a variety of authentic German texts: a novel, songs, skits, newspaper articles, short stories and a radio play. Based on the *National Standards for Foreign Language Learning*, the objectives for our German IV course are:

- **Communication:** Students engage in conversations about topics such as stereotypes. They present and exchange information about school; express their feelings and reactions to themes expressed in some of the texts and exchange opinions about prejudices. Students study global reading skills in order to understand a variety of authentic texts. They work with spoken language by listening to the episodes of a radio play. Students present information after researching selected websites, texts and other sources of information.
- **Cultures:** Students gain an understanding of different German cultural practices, products and perspectives by studying German fairy tales, homeless people and German humor, and by teaching concepts of German culture to elementary school students.
- **Connections:** Students reinforce and further their knowledge of other disciplines by studying the problem of homelessness, by practicing map reading skills, and by exploring logical connections and conclusions.
- **Comparisons:** Students learn about language in general and about the concept of culture by studying examples of German humor, contextual clues, grammatical concepts, and problems of communication.
- **Communities:** Students use German both within and beyond the school setting by teaching German to elementary school children and exploring selected German websites. Students use German for personal enrichment and enjoyment by writing their own fairy tale, learning how to read German novels and studying examples of German humor.

#### **Technical Requirements**

Quicktime, Shockwave and Flash need to be installed for videos. Need to have Blackboard Collaborate Rooms setup, Blackboard IM, and a working headset. Firefox is the recommended browser for Mac users.

#### **JAPANESE I**

Course Offering: Semester for 1 credit

Prerequisites: None

CA: 10<sup>th</sup> graders (with 3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

This course is an introduction to the study of the Japanese language and its culture. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout

the course and is selected according to the language conventions (functions).

A general introduction to the culture, its products (e.g., literature, laws, foods, games,) perspectives (e.g., attitudes, values, beliefs,) and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

Integration of other disciplines is ongoing throughout the course.

#### **Conversation Sessions**

Students are required to attend conversation sessions with an assigned conversation coach who will help them with speaking and other activities in the course.

Conversation sessions will take place twice a week for 45 minutes each session in a time that is convenient for students. Conversation sessions will take place in virtual classroom called Blackboard Collaborate.

#### **Technical Requirements**

Quicktime, Shockwave and Flash need to be installed for videos. Need to have Blackboard Collaborate Rooms setup, Blackboard IM, and a working headset. Firefox is the recommended browser for Mac users.

WINDOWS IME or MAC KOTOERI must be installed and ready for students to type in Japanese characters. Please see these websites for details on setting up your computer to type in Japanese text:

- <http://www.coscom.co.jp/learnjapanese801/index.html>
- or:
- <http://www.tofugu.com/how-to/type-japanese-windows-7/>
- <http://www.tofugu.com/how-to/type-japanese-apple-os-x/>

**Security Needs: Pop-up Blocker(s) must be turned off for:**

- <http://ncvps.blackboard.com>
- [www.ncvps.org](http://www.ncvps.org)
- [www.realkana.com](http://www.realkana.com)
- [www.screencast.com](http://www.screencast.com)

#### **JAPANESE II**

Course Offering: Semester for 1 credit

Prerequisites

Japanese I or placement test required on school site or with NCVPS world languages instructors (if there is no WL instructor on school site) to evaluate students.

CA: 10<sup>th</sup> graders (with 3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

This course is a continuation of Japanese I. students will further build upon their basic speaking, listening, reading and writing skills.

#### **Conversation Sessions**

Students are required to attend conversation sessions with an assigned conversation coach who will help them with speaking and other activities in the course. Conversation sessions will take place twice a week for 45 minutes each session in a time that is convenient for

students. Conversation sessions will take place in virtual classroom called Blackboard Collaborate.

#### **Technical Requirements**

Quicktime, Shockwave and Flash need to be installed for videos. Need to have Blackboard Collaborate Rooms setup, Blackboard IM, and a working headset. Firefox is the recommended browser for Mac users.

WINDOWS IME or MAC KOTOERI must be installed and ready for students to type in Japanese characters. Please see these websites for details on setting up your computer to type in Japanese text:

- <http://www.coscom.co.jp/learnjapanese801/index.html>
- or:
- <http://www.tofugu.com/how-to/type-japanese-windows-7/>
- <http://www.tofugu.com/how-to/type-japanese-apple-os-x/>

Quicktime, Shockwave and Flash need to be installed for videos. Need to have Blackboard Collaborate Rooms setup, Blackboard IM, and a working headset. Firefox is the recommended browser for Mac users.

**Security Needs: Pop-up Blocker(s) must be turned off for:**

- <http://ncvps.blackboard.com>
- [www.ncvps.org](http://www.ncvps.org)
- [www.realkana.com](http://www.realkana.com)
- [www.screencast.com](http://www.screencast.com)

#### **MANDARIN CHINESE I**

Course Offering: Semester for 1 credit

Prerequisites: None

CA: 10<sup>th</sup> graders (with 3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

The goal of this course is to give students basic listening, speaking, reading, and writing skills through the modules and diverse activities based on pedagogically proven methods of foreign language instruction. Simple grammatical structures are practiced in innovative and interesting ways with a variety of learning styles in mind. Weekly practice with conversation coaches and the instructor is provided online. Culture is presented throughout the course to help students understand the context of the language and to better understand the perspectives of the Mandarin Chinese language. The course is aligned to the national Foreign Language standards and provides a way to focus on the five important aspects of foreign language instruction: communication, culture, connections, comparisons and community. These are the "Five C's of the Foreign Language Education" as outlined in Standards for Foreign Language Learning: Preparing for the 21st Century.

#### **Conversation Sessions**

Students will have two conversation sessions with conversation coach who will help them with speaking and other activities in the course. Conversation sessions will take place twice a week 45 minutes each session in

the time that is convenient for students. Conversation sessions will take place in virtual classroom.

#### **Technical Requirements**

Quicktime, Shockwave and Flash need to be installed for videos. Need to have Blackboard Collaborate Rooms setup, Blackboard IM, and a working headset. Firefox is the recommended browser for Mac users.

**Security Needs: Pop-up Blocker(s) must be turned off for:**

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- [www.ncvps.org](http://www.ncvps.org)
- [www.realkana.com](http://www.realkana.com)
- [www.screencast.com](http://www.screencast.com)

#### **MANDARIN CHINESE II**

Course Offering: Semester for 1 credit

Prerequisite: Mandarin Chinese I or placement test required on school site or with NCVPS world languages instructors (if there is no WL instructor on school site) to evaluate students.

CA: 10<sup>th</sup> graders (with 3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

The goal of this course is to give students basic listening, speaking, reading, and writing skills through the modules and diverse activities based on pedagogically proven methods of foreign language instruction. Simple grammatical structures are practiced in innovative and interesting ways with a variety of learning styles in mind. Weekly practice with conversation coaches and the instructor is provided online. Culture is presented throughout the course to help students understand the context of the language and to better understand the perspectives of the Mandarin Chinese language. The course is aligned to the national Foreign Language standards and provides a way to focus on the five important aspects of foreign language instruction: communication, culture, connections, comparisons and community. These are the "Five C's of the Foreign Language Education" as outlined in Standards for Foreign Language Learning: Preparing for the 21st Century.

#### **Conversation Sessions**

Students will have two conversation sessions with conversation coach who will help them with speaking and other activities in the course. Conversation sessions will take place twice a week 45 minutes each session in the time that is convenient for students. Conversation sessions will take place in virtual classroom.

#### **Technical Requirements**

Quicktime, Shockwave and Flash need to be installed for videos. Need to have Blackboard Collaborate Rooms setup, Blackboard IM, and a working headset. Firefox is the recommended browser for Mac users.

**Security Needs: Pop-up Blocker(s) must be turned off for:**

- <http://ncvps.blackboard.com>
- [www.ncvps.org](http://www.ncvps.org)
- [www.realkana.com](http://www.realkana.com)
- [www.screencast.com](http://www.screencast.com)

### HONORS MANDARIN CHINESE III

Course Offering: Semester for 1 credit

Prerequisites: Mandarin Chinese I and Mandarin Chinese II or placement test required on school site or with NCVPS world languages instructors (if there is no WL instructor on school site) to evaluate students.

CA: 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

*\*This is a weighted class.*

The goal of this course is to give students basic listening, speaking, reading, and writing skills through the modules and diverse activities based on pedagogically proven methods of foreign language instruction. Simple grammatical structures are practiced in innovative and interesting ways with a variety of learning styles in mind. Weekly practice with conversation coaches and the instructor is provided online. Culture is presented throughout the course to help students understand the context of the language and to better understand the perspectives of the Mandarin Chinese language. The course is aligned to the national Foreign Language standards and provides a way to focus on the five important aspects of foreign language instruction: communication, culture, connections, comparisons and community. These are the "Five C's of the Foreign Language Education" as outlined in Standards for Foreign Language Learning: Preparing for the 21st Century.

#### Conversation Sessions

Students will have two conversation sessions with conversation coach who will help them with speaking and other activities in the course. Conversation sessions will take place twice a week 45 minutes each session in the time that is convenient for students. Conversation sessions will take place in virtual classroom.

#### Technical Requirements

Quicktime, Shockwave and Flash need to be installed for videos. Need to have Blackboard Collaborate Rooms setup, Blackboard IM, and a working headset. Firefox is the recommended browser for Mac users.

**Security Needs: Pop-up Blocker(s) must be turned off for:**

- <http://ncvps.blackboard.com>
- [www.ncvps.org](http://www.ncvps.org)
- [www.realkana.com](http://www.realkana.com)
- [www.screencast.com](http://www.screencast.com)

### HONORS MANDARIN CHINESE IV

Course Offering: Semester for 1 credit

Prerequisite: Mandarin 1,2 and 3 or placement test required on school site or with NCVPS world languages instructors (if there is no WL instructor on school site) to evaluate students.

CA: 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

*\*This is a weighted class.*

This class is intended to enhance the Chinese language skills learned in levels 1, 2 and 3. Students are introduced to additional grammar, vocabulary and cultural elements of Chinese. Using the 5 C's of World Language Acquisition: communication, culture,

connections, comparisons and community, the students explore a variety of topics including environmental issues, social and economic issues, generational issues and global concerns.

#### Conversation Sessions

Students will have two conversation sessions with conversation coach who will help them with speaking and other activities in the course. Conversation sessions will take place twice a week 45 minutes each session in the time that is convenient for students. Conversation sessions will take place in virtual classroom.

#### Technical Requirements

Quicktime, Shockwave and Flash need to be installed for videos. Need to have Blackboard Collaborate Rooms setup, Blackboard IM, and a working headset. Firefox is the recommended browser for Mac users.

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### LATIN I

Course Offering: Semester for 1 credit

Prerequisites: None

CA: 10<sup>th</sup> graders (with 3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

Latin I is an introduction to the study of the Latin language and Greco-Roman culture. The course encourages students to learn basic functions of the language, become familiar with some elements of the culture, and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted Latin texts. Integration of other disciplines, with special emphasis on English Language Arts, is ongoing throughout the course.

#### Technical Requirements

Quicktime, Shockwave and Flash need to be installed for videos. Need to have Blackboard Collaborate Rooms setup, Blackboard IM, and a working headset. Firefox is the recommended browser for Mac users.

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- [www.screencast.com](http://www.screencast.com)

### LATIN II

Course Offering: Semester for 1 credit

Prerequisites: Latin I or placement test required on school site or with NCVPS world languages instructors (if there is no WL instructor on school site) to evaluate students.

CA: 10<sup>th</sup> graders (with 3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

This course continues the study of the Latin language and Greco-Roman culture. Students learn increasingly complex functions of the language, become familiar with an increasing number of elements of the culture, and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted Latin texts. Integration of other disciplines, with special emphasis on English Language Arts, is ongoing throughout the course.

### Technical Requirements

Quicktime, Shockwave and Flash need to be installed for videos. Need to have Blackboard Collaborate Rooms setup, Blackboard IM, and a working headset. Firefox is the recommended browser for Mac users.

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- [www.ncvps.org](http://www.ncvps.org)
- [www.sasinschools.com](http://www.sasinschools.com)

### HONORS LATIN III

Course Offering: Semester for 1 credit

Prerequisites: Successful completion of Latin I and Latin II in which most, but not all, of Latin grammar has been grasped. This course begins with an intensive review, then completes the study of Latin grammar.

CA: 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

*\*This is a weighted class.*

This course contains selections from Latin authors of the Republican and Golden Age of Latin literature: Cicero, Catullus, and Ovid and as such can be considered both a **Pre-Advanced Placement** course for the AP Vergil and Caesar and a capstone course in which students will at last have the opportunity to engage with Latin authors in their unaltered, original form. College-bound students can count on college admissions officers looking favorably upon this third year language course.

Elements of **Honors Latin III** syllabus skills will take into consideration the following student expectations, many of which will be beneficial to students continuing on to AP Latin or entering their first year of college:

- Translate an unadapted Latin passage into clear and coherent English
- Explain specific Latin/English words in context
- Identify and analyze noteworthy features of authors' use of imagery, figures of speech, and metrical effects
- Discuss particular motifs, allegories, symbols, relationships to modern literature
- Analyze the structure of a poem
- Scan poetic meters
- Write an expansive comparative essay (in English) that incorporate knowledge of classical Latin literature as compared with English authors, such as Shakespeare

In addition to the skills listed above, students will be expected to become knowledgeable about the **historical, cultural, and social aspects of Roman society during**

**the Augustan Age** and be able to make contemporary comparisons in writing.

Students will also receive **practice in writing essays** requiring higher order thinking skills.

This course will be presented **online** and will include written assignments, tests, projects, forums, and essay writing practice on a regular basis.

All content material for this online course may be accessed via the **course website** including grammars, poetry, dictionaries, Latin texts, and course assessment materials. There is no required textbook for this course.

### RUSSIAN I

Course Offering: Semester for 1 credit

Prerequisites: None. Native speakers who speak Russian or some Russian can bypass Russian 1 and register for Russian 2. Confirmation from Russian instructor is required.

CA: 10<sup>th</sup> graders (with 3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

The goal of this course is to give students basic listening, speaking, reading, and writing skills through the modules and diverse activities based on pedagogically proven methods of foreign language instruction. Simple grammatical structures are practiced in innovative and interesting ways with a variety of learning styles in mind. Weekly practice with conversation coaches and the instructor is provided online. Culture is presented throughout the course to help students understand the context of the language and to better understand the perspectives of the Russian language. The course is aligned to the national Foreign Language standards and provides a way to focus on the five important aspects of foreign language instruction: communication, culture, connections, comparisons and community. These are the "Five C's of the Foreign Language Education" as outlined in Standards for Foreign Language Learning: Preparing for the 21st Century.

### Conversation Sessions

Students will have two conversation sessions with conversation coach who will help them with speaking and other activities in the course. Conversation sessions will take place twice a week 45 minutes each session in the time that is convenient for students. Conversation sessions will take place in virtual classroom called Blackboard Collaborate. Working microphone is required for participation.

### Technical Requirements

Quicktime, Shockwave and Flash need to be installed for videos. Need to have Blackboard Collaborate Rooms setup, Blackboard IM, and a working headset. Firefox is the recommended browser for Mac users.

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## **RUSSIAN II**

Course Offering: Semester for 1 credit

Prerequisite: Successful completion of Russian 1 or ability to demonstrate mastery of Level 1 Russian.

Native speakers who speak Russian or some Russian are allowed to bypass Russian 1. Confirmation from Russian instructor is required.

CA: 10<sup>th</sup> graders (with 3.5 GPA) and 11<sup>th</sup> / 12<sup>th</sup> graders (with 3.0 GPA)

This course is a continuation of a beginning level Russian 1 course that will introduce students to a variety of areas of language learning. Russian 2 is focused on the spoken language to prepare students for communicating in Russian in different real life situations. Students will be engaged in the variety of activities that include role-plays, word games, simulations, discussions, recording their own voice. Each lesson also contains listening exercises and weekly practice with conversation coaches. After completion of the course students will be able to have a conversation about their family, everyday life, weather, hobby, food, and shopping.

Variety of cultural aspects will be introduced through the course to give students better understanding of traditions, history, geography, and people of the Russian speaking world.

Progress will be charted using LinguaFolio, a document in which language learners can record and reflect on their language learning and cultural experiences.

### **Conversation Sessions**

Students will have two conversation sessions with coach who will help with speaking and other activities in the course. Conversation sessions will take place twice a week 45 minutes each session in the time that is convenient for students. Conversation sessions will take place in virtual classroom called Blackboard Collaborate. Working microphone is required for participation.

### **Technical Requirements**

Quicktime, Shockwave and Flash need to be installed for videos. Need to have Blackboard Collaborate Rooms setup, Blackboard IM, and a working headset. Firefox is the recommended browser for Mac users.

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