



# PROGRAM OF STUDIES

# 2020- 2021

**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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**WANT TO KNOW MORE?**



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**PHS COUNSELING  
CENTER WEBPAGE:**

<http://teacher.haywood.k12.nc.us/phs-counselingcenter/>

### **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. in-correct 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 Civics	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.

### 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 Work Keys assessments (OR earn another appropriate industry credential/certification)
- ACT Reading (22)

### 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
- ACT Reading (22)

### 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
- ACT Reading (22)

### 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 25% 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 credits, two of which must have been earned in core academic areas and one of these must be 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**

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

### **IV. Junior Marshals**

Junior Marshals will be announced after the 5<sup>th</sup> sixth weeks. The 4<sup>th</sup> and 5<sup>th</sup> six weeks grades will be averaged and included in a cumulative GPA.

## 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 point 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:

### **Unweighted Courses**

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

### **Honors**

A = 4.5 points

B = 3.5 points

C = 2.5 points

D = 1.5 points

F = 0 points

### **AP/HCC (CCP)**

A = 5 points

B = 4 points

C = 3 points

D = 2 points

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 25% 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

Honors/AP pre-requisites have changed for the 2019-20 school year and take effect immediately. While the same for all, please see the chart at the beginning of each department.

### SEQUENCES:

Student sequences may vary based on individual academic needs. Approval is required for students to take more than one course from the same content area in one year. Please note, some courses may not make based on interest. HCC courses are available for qualifying students beginning with their 11th grade year. Please see your counselor for more information or to discuss appropriate options.

Graduation Requirements (4 Credits)	ENGLISH				
	Standard Sequence	Honors Sequence A		Honors Sequence B	
9th Grade	English I	Honors English I		Honors English II	
10th Grade	English II	Honors English II		Honors English III	AP English Language
11th Grade	English III	Honors English III	AP English Language	Honors English IV	AP English Literature
12th Grade	English IV	Honors English IV	AP English Literature	Honors English Elective (Optional)	

Honors and AP Course Placement Criteria
<ul style="list-style-type: none"> <li>• Level 4 or 5 in Previous Course (A if NCFE, CTE Post Assessment, or Teacher-Made Exam)</li> </ul>
or
<ul style="list-style-type: none"> <li>• 90 or Higher Average in Regular Course/85 or Higher Average in Honors Course</li> </ul>
or
<ul style="list-style-type: none"> <li>• School Recommendation (Teacher Input, EVAAS, Previous Grades, Previous Test Scores to include Pre-ACT and ACT, AIG, etc.)</li> </ul>

### 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.

## **COURSES:**

### **ENGLISH I**

Credit: 1 unit

Prerequisite: Successful completion of 8<sup>th</sup> grade English or equivalent

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: Level 4 or 5 on 8<sup>th</sup> Grade English EOG or 90 or > in 8<sup>th</sup> Grade English, only if you have not already completed. **SUMMER READING REQUIRED**

Previous Course: 8<sup>th</sup> Grade English

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

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 or equivalent

CA: 9<sup>th</sup> Grade or 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: A on English I NC Final Exam OR 85 or > in Honors English I or 90 or > in English I.

**SUMMER READING REQUIRED**

Previous Course: English I

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

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 or equivalent

CA: 10<sup>th</sup> Grade or 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: Level 4 or 5 on English II EOC OR 85 or > in Honors English II or 90 or > in English II.

**SUMMER READING REQUIRED**

Previous Course: English II

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

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 and AP SEMINAR**

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

Prerequisites: Level 4 OR 5 on English II EOC OR 85 or > in Honors English II or 90 or > in English II.

#### **SUMMER READING REQUIRED**

Previous Course: English II

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

**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 AP Seminar exam in May. Failure to do so will result in an F.**

**AP SEMINAR:** This part of the course is to develop and practice the skills in research, collaboration, and communication that you’ll need in any academic discipline. You’ll investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as part of a team. Students learn skills in reading and analyzing articles, studies, and other texts; gathering and combining information from sources; viewing an issue from multiple perspectives; crafting arguments based on evidence.

**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, develop their own skills in writing, and analyze and use 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: 11<sup>th</sup> Grade or 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: A on English III NC Final Exam OR 85 or > in Honors English III or 90 or > in English III.

#### **SUMMER READING REQUIRED**

Previous Course: English III

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

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: A on English III NC Final Exam OR 85 or > in Honors English III or 90 or > in English III.

#### **SUMMER READING REQUIRED**

Previous Course: English III

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

**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 a college-level literary analysis course, this course focuses on a close study of a variety of plays, poems, and novels 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.

## **HONORS SPECIAL TOPICS IN LITERATURE:**

Pre-requisites:

**For Students who will also be taking English IV:** A on English III NC Final Exam OR 85 or > in Honors English III or 85 or > in English III.

**For students who have already taken English IV:** A on English IV NC Final Exam OR 85 or > in Honors English IV or 90 or > in English IV

Previous Course: English III or English IV

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

This elective is a capstone English class that allows students the opportunity to expand and deepen their exploration of the literature of a particular region, author, period, or genre. Assignments include advanced reading, writing, and research. Topics vary by semester and teacher.

(Possible topics: African-American Literature, Art of the Novel, Austen and the Brontes, Contemporary Literature, Holocaust Literature, Latin American Literature, Literature of the Theatre, Mythology, Russian Literature, Shakespeare, Southern Literature, Women's Studies)

**SEQUENCES:**

Student sequences may vary based on individual academic needs. Approval is required for students to take more than one course from the same content area in one year. Please note, some courses may not make based on interest. HCC courses are available for qualifying students beginning with their 11<sup>th</sup> grade year. Please see your counselor for more information or to discuss appropriate options.

**MATHEMATICS**

Graduation Requirements (4 Credits)	Math											
	Standard Sequence									Standard Honors Sequence		
9th Grade	Found of Math 1 & Math 1		Math 1						Honors Math 2			
10th Grade	Math 2		Math 2			Honors Math 2			Honors Math 3			
11th Grade	Math 3		Math 3			Honors Math 3			AP Statistics	Pre Calculus		
12th Grade	Math 4	Discrete Math	Math 4	Discrete Math	Pre - Calculus	Hon Math 4	Discrete Math	Pre Calculus	Honors Math Elective (Optional)	AP Statistics	AP Calculus	

Honors and AP Course Placement Criteria
<ul style="list-style-type: none"> <li>Level 4 or 5 in Previous Course (A if NCFE, CTE Post Assessment, or Teacher-Made Exam)</li> </ul>
or
<ul style="list-style-type: none"> <li>90 or Higher Average in Regular Course/85 or Higher Average in Honors Course</li> </ul>
or
<ul style="list-style-type: none"> <li>School Recommendation (Teacher Input, EVAAS, Previous Grades, Previous Test Scores to include Pre-ACT and ACT, AIG, etc.)</li> </ul>

**COURSES:**

**FOUNDATIONS OF MATH I**

Credit: 1 elective unit

Prerequisite: Students with a grade of 70 or below or previous teacher recommendation

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 the state End of Course Test.

## **MATH 2**

Credit: Successful completion of Math 1

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 1. In addition to these standards, Math II includes: quadratics, the complex number system, 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 2**

Credit: 1 math unit

Prerequisite: Level 4 or 5 on Math 1 EOC OR 90 or > in Math 1

Previous Course: Math 1

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

Majority of students in this course are 9<sup>th</sup> graders. This course is for students in the honors math program. It is a fast paced course that covers concepts above the Math 2 curriculum.

## **MATH 3**

Credit: 1 math unit

Prerequisite: Successful completion of Math 2

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 inverse functions, rational functions, circles, parallelograms, trigonometric functions and the unit circle. Math III also includes the geometric concepts of conics and circles. Students enrolled in this course will be required to take the state End of Course Test.

## **HONORS MATH 3**

Credit: 1 math unit

Prerequisite: A on Math 2 NC Final Exam OR 85 or > in Honors Math 2 or 90 or > in Math 2.

Previous Course: Math 2

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

The majority of students in this course are 10<sup>th</sup> graders. This course is for students in the honors math program. It is a fast paced course with limited use of calculators.

## **DISCRETE MATHEMATICS (Fulfills 4<sup>th</sup> Math Requirement)**

Credit: 1 math unit

Prerequisite: Math 3

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

The purpose of this course is to introduce discrete structures that are the backbone of computer science. Discrete mathematics is the study of mathematical structures that are countable or otherwise distinct and separable. The mathematics of modern computer science is built almost entirely on discrete mathematics, such as logic, combinatorics, proof, and graph theory. Students will be prepared for college level algebra, statistics, and discrete mathematics courses.

## **MATH 4 (Fulfills 4<sup>th</sup> Math Requirement)**

Credit: 1 math unit  
Prerequisite: Math 3  
CA: 11<sup>th</sup> or 12<sup>th</sup> Grade

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Pre-calculus or other advanced math courses.

### **HONORS PRE-CALCULUS (Fulfills 4<sup>th</sup> Math Requirement)**

Credit: 1 math unit  
Prerequisite: A on Math 3 EDC OR 85 or > in Honors Math 3 or 90 or > Math 3.  
Previous Courses: Math 3, AFM, Discrete Math  
CA: 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> Grade

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. This course has limited use of the calculator. It is for honors math students. This course can be used as the 4<sup>th</sup> math credit required by North Carolina.

### **AP CALCULUS AB AND AP CALCULUS BC:**

Credit: 2 (each year-long)  
Prerequisite: A on Pre-Calculus NC Final Exam OR 85 or > in Honors Pre-Calculus. Previous Course: Pre-Calculus  
CA: 12th Grade

**AP CALCULUS AB:** explore the concepts, methods, and applications of differential and integral calculus. You'll work to understand the theoretical basis and solve problems by applying your knowledge and skills.

**AP CALCULUS BC:** is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

Calc BC is the continuation of Calculus AB (similar to Calc II at a college, where AB is Calc I). Students will only take one exam - the BC exam - and will receive two scores: a BC score and an AB 'subscore'. The College Board recommends colleges and universities accept this sub-score as they would a score on the AB exam, which could allow the student to gain credit for AB Calculus (Calc I), even if they do not score high enough to receive BC credit (Calc II).

### **AP STATISTICS (Counts as an elective)**

*\*This class is a fall semester class and is part of AP Collaboration with THS at Haywood Community College. Must provide your own transportation*  
Credit: 1 unit  
Prerequisite: A on Math 3 EDC OR 85 or > in Honors Math 3 or 90 or > in Math 3  
Previous Courses: Math 3, AFM, Discrete Math or Pre-Calculus  
CA: 11<sup>th</sup> or 12<sup>th</sup> Grade

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

## SCIENCE

### SEQUENCES:

Student sequences may vary based on individual academic needs. Approval is required for students to take more than one course from the same content area in one year. Please note, some courses may not make based on interest. HCC courses are available for qualifying students beginning with their 11th grade year. Please see your counselor for more information or to discuss appropriate options.

Graduation Requirements (3 Credits)	SCIENCE		
	Standard Sequence	Honors Sequence A	Honors Sequence B
9th Grade	Physical Science	Honors Earth Science	Honors Earth Science & AP Environmental Science
10th Grade	Earth Science	Honors Biology & AP Biology	
11th Grade	Biology	Chemistry	Honors Chemistry & AP Chemistry
12th Grade		Chemistry (Optional)	Honors Science Elective (Optional) Physics Biology II/Chemistry II AP Chemistry AP Biology AP Environmental

Honors and AP Course Placement Criteria
<ul style="list-style-type: none"> <li>Level 4 or 5 in Previous Course (A if NCFE, CTE Post Assessment or Teacher-Made Exam)</li> </ul>
or
<ul style="list-style-type: none"> <li>90 or Higher Average in Regular Course/85 or Higher Average in Honors Course</li> </ul>
or
<ul style="list-style-type: none"> <li>School Recommendation (Teacher Input, EVAAS, Previous Grades, Previous Test Scores to include Pre-ACT and ACT, AIG, etc.)</li> </ul>

### COURSES:

#### 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.

## **HONORS EARTH/ENVIRONMENTAL SCIENCE**

Credit: 1 unit

Prerequisite:

**For rising 9<sup>th</sup> Grade Students:** A on 8<sup>th</sup> Grade Science NC Final Exam OR 90 or > in 8<sup>th</sup> Grade Science.

**For rising 10<sup>th</sup> Grade Students:** A on Physical Science NC Final Exam OR 90 or > in Physical Science.

Previous Course: Rising 9<sup>th</sup>: 8<sup>th</sup> grade Science; All other grades: Physical Science

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

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.

## **BIOLOGY I**

Credit: 1 unit

Prerequisite: Successful completion of Earth/Environmental and Physical Science

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.

## **HONORS BIOLOGY I**

Credit: 1 unit

Prerequisite: A on Earth Environmental Science NC Final Exam OR 85 or > in Honors Earth Environmental Science or 90 or > in Earth Environmental Science.

Previous Course: Earth/Environmental Science

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

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

Credit: 1 unit

Prerequisites: Successful completion of Biology and successful completion of or concurrently enrolled in Math 3

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 CHEMISTRY I**

Credit: 1 unit

Prerequisites: Level 4 or 5 on Biology EOC and A on Math 3 NC Final Exam OR 85 or > in Honors Biology and Honors Math 3 or 90 or > in Biology and Math 3

Previous Courses: Biology and Math 2 or Math 3

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

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

**AP CHEMISTRY** *\*This class is offered in the Spring semester and is part of AP Collaboration with THS at Haywood Community College.*

Credit: 1 unit

Prerequisites: A on Chemistry and Math 3 NC Final Exams OR 85 or > in Honors Chemistry and Honors Math 3 or 90 or > in Chemistry and Math 3  
Previous Courses: Chemistry or Chemistry II and Math 3

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

The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

### **HONORS BIOCHEMISTRY II**

Credit: 1 unit

Prerequisites: A on Chemistry and Math 3 NC Final Exam OR 85 or > in Honors Chemistry and Honors Math 3 or 90 or > in Chemistry and Math 3.

Previous Courses: Chemistry and Math 3

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

This will be a lab based course where half of the semester will focus on Biology with an emphasis on evolution, cellular processes-energy, communication, genetics, information transfer, ecology and interactions. The second half of the semester will focus on Chemistry with an emphasis on stoichiometry, electron arrangement, molecular structure, gas laws, thermodynamics and kinetics.

**AP BIOLOGY** *\*This class is offered in the Spring semester and is part of AP Collaboration with THS at Haywood Community College.*

Credit: 1 unit

Prerequisite: Level 4 or 5 on Biology EOC and A on Chemistry I NC Final Exam OR 85 or > in Honors Biology and Honors Chemistry or 90 or > in Biology and Chemistry I.

Previous Courses: Biology I or Bio/Chem II

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

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes-energy and communication, genetics, information transfer, ecology, and interactions.

### **HONORS PHYSICS**

Credit: 1 unit

Prerequisites: A on Chemistry NC Final Exam OR 85 or > in Honors Chemistry or 90 or > in Chemistry.

Previous Courses: Chemistry or higher level Science

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

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.

**AP ENVIRONMENTAL SCIENCE** *\*This is a semester-long class at Pisgah*

Credit: 2 units

Prerequisite:

**For rising 9<sup>th</sup> Graders:** Level 4 or 5 on Science and English I EOG's OR 90 or higher in 8<sup>th</sup> Grade Science and English I.

**For rising 11<sup>th</sup> and 12<sup>th</sup> Graders:** A on Chemistry or higher level science NC Final Exam OR 85 or > in Honors Chemistry or higher level Science or 90 or > in Chemistry.

Previous Courses: For 9<sup>th</sup> Graders: 8<sup>th</sup> grade science; For 11<sup>th</sup>/12<sup>th</sup> graders: Chemistry or higher level science

CA: 9<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> Grade

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

## History Course Sequence 2020-2021

Graduation Requirements	<b>Social Studies New Sequence for current 8<sup>th</sup> Grade Students</b>		
	Standard Sequence	Honors Sequence	
9 <sup>th</sup> Grade	World History Issues and Patterns	Honors World History Issues and Patterns	
10 <sup>th</sup> Grade	American History	Honors American History	AP US History & AP Government & Politics
11 <sup>th</sup> Grade *	Economics and Personal Finance	Honors Economics and Personal Finance	Honors Economics and Personal Finance
12 <sup>th</sup> Grade *	Civics	Honors Civics	Honors Civics

\* Course sequence subject to new state standards. The order of these courses could change as the State finalizes standards.

Graduation Requirements	<b>Social Studies New Sequence for current 9<sup>th</sup> Grade Students</b>		
	Standard Sequence	Honors Sequence	
9 <sup>th</sup> Grade	World History Issues and Patterns	World History Issues and Patterns	
10 <sup>th</sup> Grade	American History	Honors American History	AP US History & AP Government & Politics
11 <sup>th</sup> Grade *	Economics and Personal Finance	Honors Economics and Personal Finance	Honors Civics & Economics
12 <sup>th</sup> Grade *	Civics	Honors Civics	

\* Course sequence subject to new state standards. The order of these courses could change as the State finalizes standards.

Graduation Requirements	<b>Social Studies New Sequence for current 10<sup>th</sup> -11<sup>th</sup> Grade Students</b>		
	Standard Sequence	Honors Sequence	
9 <sup>th</sup> Grade	World History	Honors World History	
10 <sup>th</sup> Grade	American History I	Honors American History I	Honors Civics and Economics
11 <sup>th</sup> Grade *	American History II	Honors American History II	AP US History & AP Government & Politics
12 <sup>th</sup> Grade *	Civics & Economics	Honors Civics & Economics	Honors History Elective (Optional)

### Sequences:

Student sequences may vary based on individual academic needs. Approval is required for students to take more than one course from the same content area in one year. Please note, some courses may not make based on interest. HCC courses are available for qualifying students beginning with their 11<sup>th</sup> grade year. Please see your counselor for more information or to discuss appropriate options.

## **WORLD HISTORY: GLOBAL ISSUES AND PATTERNS SINCE 1200**

Credit: 1 Unit

Prerequisite: Successful completion of 8th grade Social Studies

CA: 9th Grade

World History: Global Issues and Patterns since 1200 is designed to be a study of nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details on language, religion, diplomacy, and economic, political, and social institutions. The course also explores underlying themes of: power and authority; change and continuity; human-environment interaction; globalization and cultural diffusion; and individual and group identity. This course seeks to move beyond the rote teaching of World History to the teaching of history in context to the world and global society in which students currently live and need to understand. (NCDPI)

## **HONORS WORLD HISTORY: GLOBAL ISSUES AND PATTERNS SINCE 1200**

Credit: 1 Unit

Prerequisite: A on 8th Grade Social Studies NC Final Exam OR 90 or > in 8th Grade Social Studies

Previous Course: 8th Grade Social Studies

CA: 9th Grade

Honors World History: Global Issues and Patterns since 1200 provides the opportunity for advanced work, rigorous study and systematic study of nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details on language, religion, diplomacy, and economic, political, and social institutions. The course also explores underlying themes of: power and authority; change and continuity; human-environment interaction; globalization and cultural diffusion; and individual and group identity. This course seeks to move beyond the rote teaching of World History to the teaching of history in context to the world and global society in which students currently live and need to understand. (NCDPI) **The course is challenging and requires students to take greater responsibility for their learning** by participating in problem -seeking, scholarly and creative processes, critical analysis and application and reflective thinking.

## **AMERICAN HISTORY**

Credit: 1 unit

Prerequisite: Successful completion of World History

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

The American History course begins with the end of the French and Indian War in 1763 and continues through the most recent presidential election. This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. (NCDPI)

## **HONORS AMERICAN HISTORY**

Credit: 1 unit

Prerequisite: A on World History NC Final Exam OR 85 or > in honors World History or 90 or > in World History

Previous Course: World History

CA: 10th Grade

The American History course begins with the end of the French and Indian War in 1763 and continues through the most recent presidential election. This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. (NCDPI)

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 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 ideas generated through the study of the content.

## **AMERICAN HISTORY II**

Credit: 1 Unit

Prerequisite: Successful completion of 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: A on American History I NC Final Exam OR 85 or > in Honors American History I or 90 or > in American History I

Previous Course: American History I

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 America 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 America History II is distinguished by a difference in the quality of work expected, not merely an increase in quantity.

## **ADVANCED PLACEMENT UNITED STATES HISTORY AND ADVANCED PLACEMENT GOVERNMENT AND POLITICS**

Credit 2 Units (Year Long)

Prerequisite: A on Civics or World History Final Exam OR 85 or >in Honors World History or Honors Civics or 90 or > in World History or Civics

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

AP US History: This is a college level U.S. History course that prepares students for the AP U.S. History Exam. According to the College Board, “in AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.” Students enrolled in this course are required to take the AP Exam in May.

### **AP Government and Politics**

According to the College Board “AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.” Students enrolled in this course are required to take the AP Government and Politics exam in May.

## **CIVICS AND ECONOMICS**

Credit: 1 unit

Prerequisite: None

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: A on American History II NC Final Exam OR 85 OR > IN Honors American History II or 90 or > in American History II.

Previous Courses: American History II or Honors American History II

CA: 12<sup>th</sup>

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.

## **EMERGING LEADERSHIP (Honors)**

Prerequisite: 10<sup>th</sup> - 12<sup>th</sup> grade students may register and apply for this course

Credit: 1

A leadership course at Pisgah High School will offer many opportunities for students that want to sharpen their leadership skills. Leadership skills learned in this course will allow students to become better and more active leaders in their school and community. Students will be chosen for this course through an application and recommendation process. This class will focus on hands on projects to improve our school and community. Students will be taught methods to improve time management and planning, which will be crucial to complete long term projects within the class block and semester.

During the course students will be required to

- initiate meetings with school and community leaders through phone calls and/or writing to schedule and plan projects
- participate in class presentations and class discussions
- attend class sponsored events outside of the designated class block
- attend site visits and participate in the budgetary decision making process for school events

Honors and AP Course Placement Criteria	
<ul style="list-style-type: none"> <li>Level 4 or 5 in Previous Course (A if NCFE, CTE Post Assessment, or Teacher-Made Exam)</li> </ul>	
or	
<ul style="list-style-type: none"> <li>90 or Higher Average in Regular Course/85 or Higher Average in Honors Course</li> </ul>	
or	
<ul style="list-style-type: none"> <li>School Recommendation (Teacher Input, EVAAS, Previous Grades, Previous Test Scores to include Pre-ACT and ACT, AIG, etc.)</li> </ul>	

## WORLD LANGUAGE

### **FRENCH I**

Credit: 1 unit

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

The goal of this course is lay the foundation for students in basic listening, speaking, reading and writing skills. Students will learn how to communicate with others about themselves, their lives and experiences. Culture is presented throughout the course to help students understand the context of the language and understand the perspectives of the Francophone (French speaking) world.

### **FRENCH II**

Credit: 1 unit

Prerequisite: French I

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

This course is a continuation of the foundations of French I, focusing on grammar, enabling students to further develop and refine their skills in communicating with others about themselves on a variety of issues. Students will continue to explore the cultures of the Francophone world through authentic resources: including music, advertisements, and other regalia.

### **HONORS FRENCH III**

Credit: 1 unit

Prerequisite: A on French II exam OR 90 or > in French II

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

This honors level course is for third year students to investigate the Francophone world in more depth, aligning with their personal interests. Proficiency skills will be expanded to enable students to communicate on a variety of topics both in and out of the classroom. Vocabulary is greatly expanded through the analysis of primary sources such as magazines, newspapers, films, and music.

### **HONORS FRENCH IV**

Credit: 1 unit

Prerequisite: A on French III exam OR 85 or > in French III

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

This honors level course is for fourth year students to broaden their ability to compare, evaluate and express their opinions in a wide variety of settings through both writing and speaking. The objective is to develop comprehension and fluency of expression in active communication involving a variety of sources, topics, and structures.

**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 interpreting and 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: A on Spanish II exam OR 90 or > in Spanish II

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

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: A on Spanish III exam OR 85 or > in Spanish III

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

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 continued study of Spanish-speaking countries.

Honors and AP Course Placement Criteria
<ul style="list-style-type: none"> <li>Level 4 or 5 in Previous Course (A if NCFE, CTE Post Assessment or Teacher-Made Exam)</li> </ul>
or
<ul style="list-style-type: none"> <li>90 or Higher Average in Regular Course/85 or Higher Average in Honors Course</li> </ul>
or
<ul style="list-style-type: none"> <li>School Recommendation (Teacher Input, EVAAS, Previous Grades, Previous Test Scores to include Pre-ACT and ACT, AIG, etc.)</li> </ul>

### 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.

#### **LIFETIME FITNESS**

Credit: 1 Unit

Prerequisite: Health/PE

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

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:

**For students having previously taken 2 units of PE:** A on PE exam OR 90 or > in both PE courses.

**For students having previously taken Health/PE and ONE of the following:** Biology, Allied Health or Foods: A on H/PE and “other” exam OR 90 or > in H/PE and “other” class.

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: A on Honors Fitness I exam OR 85 or > in Honors Fitness 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/Girls

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 (with Teacher approval)

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

Honors and AP Course Placement Criteria	
<ul style="list-style-type: none"><li>Level 4 or 5 in Previous Course (A if NCFE, CTE Post Assessment or Teacher-Made Exam)</li></ul>	
or	
<ul style="list-style-type: none"><li>90 or Higher Average in Regular Course/85 or Higher Average in Honors Course</li></ul>	
or	
<ul style="list-style-type: none"><li>School Recommendation (Teacher Input, EVAAS, Previous Grades, Previous Test Scores to include Pre-ACT and ACT, AIG, etc.)</li></ul>	

## 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 BEGINNING/INTERMEDIATE

Credit: 2 units (Year Long)

Prerequisite: Beginning-None; Intermediate-Successful completion of Beginning Band and/or teacher recommendation

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 color guard. You may participate in the color guard 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 per semester to help cover additional costs.

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

Credit: 2 units (Year Long)

Prerequisite: A on Band Intermediate exam OR 90 or > in Band Intermediate

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

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 per semester for this class to help cover additional costs.

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

Credit: 2 units (Year Long)

Prerequisite: A on Band Proficient exam OR 85 or > in Band Proficient

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

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 per semester for this class to help cover additional costs.

### **PERCUSSION METHODS BEGINNING/INTERMEDIATE**

Credit 2 units (Year Long)

Prerequisite: Beginning- Successful completion of middle school band and/or teacher recommendation; Intermediate- Successful completion of middle school band and/or teacher recommendation

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

Students will continue their study of percussion music through large and small ensemble study. This is a performance-oriented course and some after school rehearsals and concerts are REQUIRED. This ensemble is required for any student wishing to participate in afterschool performing ensembles such as marching band and/or winter percussion. Students wishing to continue in the band program music register for both Fall and Spring semesters.

There is a suggested \$10 fee for this class per semester to help cover additional costs.

### **HONORS PERCUSSION METHODS III (PROFICIENT)**

Credit: 2 units (Year Long)

Prerequisite: A on Percussion Intermediate exam OR 90 or > in Percussion Intermediate or Proficient

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

*\*This is a weighted course*

Focus Areas

- Advanced, more individualized work in percussion music
- Students will prepare a solo and audition for All District Honors Band
- Students will do in-depth research, analysis, and reflection
- 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 Percussion III prepares students for further instrumental studies in music.

There is a suggested \$10 fee for this class per semester to help cover additional costs.

### **HONORS PERCUSSION METHODS IV (ADVANCED)**

Credit: 2 units (Year Long)

Prerequisite: A on Percussion Proficient exam OR 85 or > in Percussion Proficient

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

*\*This is a weighted course*

Focus Areas

- Advanced, more individualized work in percussion music
- Students will prepare a solo and audition for All District Honors Band
- Students will do in-depth research, analysis, and reflection
- 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 Percussion IV prepares students for further instrumental studies in music.

There is a suggested \$10 fee for this class per semester to help cover additional costs.

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

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

Credit: 1 unit

Prerequisite: Beginning-None; Intermediate-Successful completion of Vocal Music Beginning and/or teacher recommendation

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 must 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**

**(Music Specialization Intermediate)**

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 and participation in Musical Performance Adjudication (Large Ensemble) and at graduation. Students will be required to participate in many performances in the school and community throughout the semester. Students must purchase a tee shirt for shows. **Students are encouraged to travel to competition in the spring. Female students will pay a \$10 fee to rent their concert dresses. Male students are required to purchase their concert attire.**

### **HONORS ORION III**

**(Orion Proficient)**

Credit: 1 unit

Prerequisite: Completion of Vocal Music Intermediate, audition and teacher recommendation

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

In addition to course work in Orion Show Choir, students will be required to prepare for Large Ensemble NC Music Performance Adjudication. Students must purchase a tee shirt for shows.

**HONORS ORION IV  
(Orion Advanced)**

Credit: 1 unit

Prerequisite: Completion of Vocal Music Proficient, audition and teacher recommendation

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

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. Students must purchase a tee shirt for shows.

**BACH TO BROADWAY SELECT CHORUS  
(Vocal Music Intermediate)**

Credit: 1 unit

Prerequisite: By audition

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 must purchase a tee shirt for shows. **Female students will pay a \$10 fee to rent their concert dresses. Male students are required to purchase their concert attire**

**HONORS BACH TO BROADWAY III  
(Vocal Music Proficient)**

Credit: 1 unit

Prerequisite: Completion of Vocal Music Intermediate, audition and teacher recommendation

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

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. Students must purchase a tee shirt for shows.

**HONORS BACH TO BROADWAY IV  
(Vocal Music Advanced)**

Credit: 1 unit

Prerequisite: Completion of Vocal Music Proficient, audition and teacher recommendation

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

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 is required or Mars Hill Choral Honors Festival or NC Solo Ensemble. Students must purchase a tee shirt for shows.

**VISUAL ART I (BEGINNING)**

Credit: 1 unit

Prerequisite: None

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. Sketchbook and \$10 fee is suggested.

**VISUAL ART II (INTERMEDIATE)**

Credit: 1 unit

Prerequisite: Grade of 80 or higher in Visual Art Beginning

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. Sketchbook and \$10 fee is suggested.

**HONORS VISUAL ART III (PROFICIENT)**

Credit: 1 unit

Prerequisite: A on Art Intermediate exam OR 90 or > in Art Intermediate

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

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. Sketchbook and \$10 fee is suggested.

**HONORS VISUAL ART IV (ADVANCED)**

Credit: 1 unit

Prerequisite: A on Art Proficient exam OR 85 or > in Honors Art Proficient

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

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. Sketchbook and \$10 fee is suggested.

**THEATRE ARTS I (BEGINNING)**

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 (INTERMEDIATE)**

Credit: 1 unit

Prerequisite: Successful completion of 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: A on Theatre Arts Intermediate exam OR 90 or > in Art Intermediate

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

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: A on Theatre Arts Proficient exam OR 85 or > Art Proficient

CA: 12<sup>th</sup>

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

Honors and AP Course Placement Criteria
<ul style="list-style-type: none"><li>• Level 4 or 5 in Previous Course (A if NCFE, CTE Post Assessment, or Teacher-Made Exam)</li></ul>
or
<ul style="list-style-type: none"><li>• 90 or Higher Average in Regular Course/85 or Higher Average in Honors Course</li></ul>
or
<ul style="list-style-type: none"><li>• School Recommendation (Teacher Input, EVAAS, Previous Grades, Previous Test Scores to include Pre-ACT and ACT, AIG, etc.)</li></ul>

## 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> – 12<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 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 de-worming, 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.

Please be aware, students will be handling animals, shavings, hay and may be exposed to dust. Allergies should be considered. Student should expect hands-on contact with animals.

## **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. Students should expect hand-on contact with animals.

## **ANIMAL SCIENCE II -SMALL ANIMAL**

Credit: 1 unit

Prerequisite: Animal Science I

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

Animal Science II Small Animal is designed to enhance agricultural awareness with an emphasis on the broad field of small animals. There are many uses for small animals today with companion animals and pocket pets making up a multi-billion dollar industry. Students will explore the industry and learn care techniques that will assist them regardless of future endeavors. Work-based learning strategies appropriate for this course are provided through supervised agricultural experiences and field trips. FFA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies. Students should expect hands-on contact with animals.

## **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.

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

Credit: 1 unit

Prerequisite: None

CA: 9<sup>th</sup> – 12<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 Contractors 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**

### **MICROSOFT WORD AND POWERPOINT**

Credit: 1 unit

Prerequisite: None

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

Students in Microsoft IT Academics benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the 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.

English language arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Content in this course aligns with the following industry credential: the Microsoft Office Specialist (MOS) in Word and/or PowerPoint. <http://www.microsoft.com/learning/en/us/certification/mos.aspx>

### **HONORS MICROSOFT EXCEL (Do not select if you've taken Excel & Access)**

Credit: 1 unit

Prerequisite: None

CA: 9<sup>th</sup> – 12<sup>th</sup>



Students in Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams.

Successful candidates for the Microsoft Office Specialist Excel 2016 certification exam will have a fundamental understanding of the Excel environment and the ability to complete tasks independently. They will know and demonstrate the correct application of the principle features of Excel 2016. Candidates create and edit a workbook with multiple sheets, and they use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data-entry logs.

Expert-level candidates for the Excel 2016 exam have an advanced understanding of the Excel environment and have the ability to guide others to the proper use of the program's features. They create, manage, and distribute professional spreadsheets for a variety of specialized purposes and situations. They customize their Excel environments to meet project needs and to enhance productivity. Expert workbook examples include custom business templates, multiple-axis financial

charts, amortization tables, and inventory schedules. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others.

Content in this course aligns with the following industry credential(s): the Microsoft Office Specialist (MOS) in [77-727: Excel 2016: Core Data Analysis, Manipulation, and Presentation](#) and [77-728: Excel 2016 Expert: Interpreting Data for Insights](#).

### **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. (Software Programs used: Photoshop, Illustrator, Dreamweaver, Moviemaker, Audacity).

### **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.

### **ACCOUNTING I**

Credit: 1

No Prerequisite

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



This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced and entrepreneurial experiences are encouraged.

### **PROJECT MANAGEMENT I**

Credit: 1

No Prerequisite

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



This course will introduce students to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. The core concepts of scope, time, cost, and integration will be examined during this course.

## MARKETING

### **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.

### **HONORS 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, Mr. Milltown, 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**

Credit 1

Prerequisite: None

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

Marketing introduces students to the dynamic processes and activities involved in the creation and consumption of products and services. Students develop an understanding of marketing functions applications and their impact on business operations by exploring the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. English language arts, mathematics, and social studies are reinforced. Work-based learning appropriate for the course include business/industry field trip, Cooperative Education, entrepreneurial experiences, internship, job shadowing, mentorship, school-based enterprise, and service learning. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Marketing can help prepare students for [A\\*S\\*K Institute](#) and [National Retail Federation](#) credentials/certifications.

### **MARKETING APPLICATIONS**

Credit 1

Prerequisite: Marketing

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



Marketing Applications allows students to develop a deeper understanding of the dynamic processes and activities involved in marketing. In this course, students will utilize their understanding of marketing functions and impact of the functions on business decisions. Students will use problem solving and critical thinking to apply their knowledge and skills in customer relations, economics, and each of the marketing activities and functions. Students will have the opportunity to get involved with the local business community through activities and projects, and use technology to gather and use marketing information. English language arts and social studies are reinforced. Work-based learning appropriate for the course include Cooperative Education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job

shadowing. Apprenticeship is not available for this course. DECA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Credential/certification opportunities include [Fundamental Marketing Concepts](#), [Customer Service and Sales Certification](#), and [Advanced Customer Service and Sales Certification](#).

### **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 during 4<sup>th</sup> block 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 during 4<sup>th</sup> block. 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. Some opportunities include Champion Credit Union, Folkmoot USA and Chestnut Ridge Events.

### **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**

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

Credit: 1 unit

Prerequisite: None

CA: 9<sup>th</sup> – 12<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.

## **FASHION MERCHANDISING**

Credit: 1 Unit

Prerequisite: None

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

In this course, students are introduced to the fashion and merchandising industries. Students acquire transferable knowledge and skills among the concepts of the business of fashion, fashion promotion events, the evolution and movement of fashion, the fashion industry, career development, merchandising of fashion, and the selling of fashion. Mathematics and science are reinforced. DECA (an association for Marketing Education students) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **INTERIOR DESIGN**

Credit: 1 unit

Prerequisite: None

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

This course engages students in exploring various interior design professions, while building the content knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Emphasis is placed on the interior design process; human, environmental, and behavioral factors; color theory, elements and principles of design; hand sketching/digital design techniques, space planning, selection of products and materials for residential interiors; client relationship building and design communication techniques. English/language arts, mathematics, science, social studies, art, and technology are reinforced.

## **FOODS AND NUTRITION**

Credit: 1 unit

Prerequisite: None

CA: 10<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.

## **HONORS FOODS II TECHNOLOGY**

Credit: 1 unit

Prerequisite: Successful completion of Food I and honors criteria (see beginning of Career and Technical Education section)

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**

### **FOUNDATIONS OF HEALTH SCIENCE**

Credit: 1 unit

Prerequisite: None

CA: 9<sup>th</sup> – 12<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> – 12<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 Science I

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 issues, 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. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

\*Class enrollment limited to 20 to establish a foundation of knowledge critical to the application of patient care skills.

## **HEALTH SCIENCE ADVANCED STUDIES**

Credit: 1 unit

Prerequisite: Health Sciences I & II, Public Health or Nursing Fundamentals

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

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies 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, healthcare 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 will demonstrate their abilities to use 21st century skills. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), Skills USA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **PUBLIC HEALTH FUNDAMENTALS**

Credit: 1 unit

Prerequisite: Health Science I and 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: Successful completion of Health Science I and II and honors criteria (see beginning of Career Technical Education section) Application Process.

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

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 (DHRS) 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**

### **WOODWORKING I**

Credit: 1 unit

Prerequisite: None

CA: 9<sup>th</sup> – 12<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.

## **WOODWORKING II**

Credit: 1 unit

Prerequisite: Woodworking 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.

## **WOODWORKING ADVANCED STUDIES**

Credit: 1 Unit

Prerequisite: Three technical credits in Trade and Industrial Education including Woodworking II; A in class 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.

## **IT FUNDAMENTALS**

Credit: 1 unit

Prerequisite: None

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



In this course, students will identify PC components, work with files and folders, and conduct basic software installations. This course will provide students with the fundamental skills and concepts required to maintain, support, and work efficiently with personal computers. In addition, it covers the essential skills and information needed to set up, configure, maintain, troubleshoot, and perform preventative maintenance of the hardware and software components of a basic person computer workstation and basic wireless devices. Students will also implement basic security measures and implement basic computer and user support practices.

## **COMPUTER ENGINEERING TECHNOLOGY I**

Credit: 1 unit

Prerequisite: IT Fundamentals

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

This course includes the skills required for building, troubleshooting, repairing and maintaining computers. It includes objectives in the following five domains, a) Operational Procedures, b) PC Hardware c) Compatibility, d) Printers, and e) Networking. 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 Strata and Microsoft Technology Associate-Networking Fundamentals certifications. Students may also earn CompTIA's A+ credential after completing CET II

## **HONORS COMPUTER ENGINEERING TECHNOLOGY II**

Credit: 1 unit

Prerequisite: CET II

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

This course includes the software skills required for building, troubleshooting, repairing and maintaining computers. It includes the following three domains: a) Troubleshooting and Preventive Maintenance, b) Operating Systems, c) Mobile Devices, d) Cloud Services, e) Network Security. 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 Strata and Microsoft Technology Associate – Operating Systems Fundamentals and Microsoft Technology Associate – Security Fundamentals certifications, and with additional study CompTIA A+ certification.

## **COMPUTER ENGINEERING ADVANCED STUDIES**

Credit: 1 unit

Prerequisite: A grade of an 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: 9<sup>th</sup> – 12<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: 1 unit

Prerequisite: Metals Manufacturing I

CA: 10<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: 11<sup>th</sup> & 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; an 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 - HONORS**

Credit: 1 unit

Prerequisite: None

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



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

## **DRAFTING ARCHITECTURAL II - HONORS**

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 - HONORS**

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 tolerance, 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: 9<sup>th</sup> -12<sup>th</sup> grade

This course introduces students to shielded metal arc welding (stick welding). Students learn basic welding techniques, equipment set-up, and safety. Students also learn Oxy fuel cutting and Plasma arc cutting basics. By the end of Welding I, a student is expected to be proficient at SMAW fillet welds and visual inspection requirements.

## **WELDING II**

Credit: 1 unit

Prerequisite: Welding I

CA: 10<sup>th</sup> -12<sup>TH</sup> grade

This course expands student knowledge with focus on code style v groove welds. Students will be offered a chance to earn AWS credential for SMAW. Course also introduces students to welding symbols and drawings, and inspection and testing requirements for various welding codes.

## **WELDING III**

Credit: 1 unit

Prerequisite: Welding II

CA: 11<sup>TH</sup> -12<sup>TH</sup> grade

This course introduces students to GMAW (mig welding) and FCAW (flux core). This class also offers students a chance to complete their AWS Sense level 1 credential. Level 3 students will also be placed on more hands on metal fabrication projects.

## **WELDING ADVANCED STUDIES**

Credit: 1 unit

Prerequisite: 3 credits from T&I welding, A in these classes, and teacher recommendation

CA: This course is for proficient senior welding student

In this course students will either manage a fabrication project, or complete a picture portfolio of welding techniques far advanced from lower level curriculum, Example GTAW, Pipe Welding, or stainless/aluminum techniques. Only one advanced studies will be allowed per high school career. A second may be possible with administrative approval and after the registration process is closed. Any second term advanced studies student will complete a pipe fitting project.

## **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 is 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 II**

Credit: 1 unit

Prerequisites: Pulp and Paper Technology I

CA: 9<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**

Honors and AP Course Placement Criteria	
• Level 4 or 5 in Previous Course (A if NCFE, CTE Post Assessment, or Teacher-Made Exam)	
or	
• 90 or Higher Average in Regular Course/85 or Higher Average in Honors Course	
or	
• School Recommendation (Teacher Input, EVAAS, Previous Grades, Previous Test Scores to include PreACT and ACT, AIG, etc.)	

## COURSES:

### 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 in the top 5% of all 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 fundraiser. **No military service obligation is incurred as a result of NJROTC participation.** However, those cadets interested in the military may qualify for advanced enlistment ranks, the highly competitive 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: Successful completion of ROTC I and honors criteria (see beginning of Navy Junior ROTC section)

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: Successful completion of ROTC II or III and honors criteria (see beginning of Navy Junior ROTC section)

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 or Commander Weaver

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

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.**

### **YEARBOOK/PUBLICATION**

Credit: 2 elective units (if taken both semesters)

Prerequisite: Application, recommendation of Yearbook 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, art, current events and trends, high school sports, meeting new people and school history and traditions are encouraged to take this class.

### **STRATEGIES**

Credit: 1 elective credit

Prerequisite: None

CA: 9<sup>th</sup> – 12<sup>th</sup>

Strategies is designed to address the diverse learning needs of students. NCSCOS, transition services, career education and social skills will be supported. Individual learning needs and required modifications and accommodations of students in reading, writing, math and vocabulary will be emphasized.

### **PEER TUTOR**

Credit: 1 elective unit

Prerequisite: None

CA: 12<sup>th</sup>

This Senior level course consists of assisting in our Exceptional Children's program, participating as a Unified Sports partner/Special Olympics Volunteer, and providing services as needed and determined by the Intensive Intervention EC teacher.

## **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. Students must demonstrate success to continue taking online courses.
- NCVPS offers AP courses, honors courses, and standard courses.

### **ANATOMY AND PHYSIOLOGY HONORS**

**Course Offering:** Semester for 1 credit

#### **Course Description**

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.

#### **Prerequisites**

Completion of Honors Biology or Biology (strongly recommend a first-time level 3 or 4 proficiency on the EOC for Biology).

#### **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.

### **FORENSIC SCIENCE HONORS**

**Course Offering:** Semester for 1 credit

#### **Course Description**

Honors 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.

**Prerequisites**

Biology and one physical science (chemistry, physical science or physics may be taken concurrently)

**Technical Requirements**

Forensic Science requires access to [www.explorelearning.com](http://www.explorelearning.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, Quick-time 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.

**AP GOVERNMENT AND POLITICS: US**

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

**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 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.

**Prerequisites**

A foundation of government met by taking Civics and Economics.

**Textbook**

AP U.S. Government and Politics Requires a Textbook – any of the following textbooks can be used:

- *Wilson, James Q., and John J. DiIulio Jr. American Government: Institutions and Policies. Cengage Learning.*
- *Magleby, David B., Paul C. Light and Christine L. Nemacheck. Government by the People. Upper Saddle River, NJ: Prentice Hall.*
- *Janda, Kenneth, Jeffrey M. Berry, and Jerry Goldman. The Challenge of Democracy, 10 edition. Cengage Learning.*

**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.

**JOURNALISM**

**Course Offering:** Semester for 1 credit

**Course Description**

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.
7. Analyze, criticize, and evaluate all forms of the mass media (newspaper, radio, television, magazines, movies and online media).

**Prerequisites**

None

**LATIN I**

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

**Course Description**

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.

**Prerequisites**

None

**Technical Requirements**

Quick-time, 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.

**LATIN II**

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

**Course Description**

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.

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.

**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.

**LEADERSHIP DEVELOPMENT**

**Course Offering:** Semester for 1 credit

**Course Description**

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.

For more information, including sample lessons and student comments, refer to this [Leadership Development Demo Presentation](#)

### **Prerequisites**

None

## **PSYCHOLOGY**

**Course Offering:** Semester for 1 credit

### **Course Description**

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.

### **Prerequisites**

None

## **PSYCHOLOGY HONORS**

**Course Offering:** Semester for 1 credit

### **Course Description**

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.

### **Prerequisites**

None

## **AP PSYCHOLOGY**

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

### **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. 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.

### **Prerequisites**

There are no prerequisites 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. Due to some course material this course may not be suitable for middle school students.

### **Textbook Recommendations**

Course content is built online, and there is no textbook requirement, but it is recommended students have one of the following texts:

- *Myers' Psychology - 8th Edition*
- *Myer's Psychology, 9th AP Edition*
- *Myers' Psychology for AP\* - 9th Edition*
- *Myers' Psychology, 10th Edition*

### **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.

## **Haywood Community College Courses "Career and College Promise"**

**Students in 11<sup>th</sup> and 12<sup>th</sup> grades** 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 D10 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.**

**Students in 9<sup>th</sup> and 10<sup>th</sup> grades** 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 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.**
- **All courses do require a Career and College Promise application packet to be completed. This includes**
  - AIG Classification by Haywood County Schools in English, reading and math
  - Qualifying Test Score from PSAT, Pre-ACT, SAT or ACT
  - Signatures from High School Principal, Haywood County Schools AIG Coordinator, HCC President, Parent, and CCP Representative.

## **HCC: Career Technical Education Opportunity Overview:**

**Automotive Technology I and II** classes are taught by an HCC instructor on PHS'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. **(1st period/2<sup>nd</sup> period)**

**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. **(2nd period)**

**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. **(3<sup>rd</sup> period)**

**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** 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.

**Electrical I, II, III** These students are responsible for their behavior off-campus, and they must have their own transportation.

**Electronics I & II & III** 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.

**Accounting, Business, Forest Management Technology, Medical Office Administration, Information Technology, 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**

#### **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**

#### **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 –Students must provide their own transportation

Prerequisite: Automotive Technology I/II

#### **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.

#### **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.

#### **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

#### **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.

#### **WLD 110 Cutting Processes (2 HCC Credit Hours)**

This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.

## **AUTOMOTIVE REPAIR II**

Taught at HCC

Students must provide their own transportation

### **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**

Prerequisite: 2.8 GPA or higher or Principal's approval

### **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.

### **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.

### **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.*

### **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**

Prerequisite: Career and College Promise Application, placement test scores demonstrating English & reading readiness or 2.8 GPA or higher or Principal's approval

This course is taught by a HCC instructor online.

### **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-131 Child, Family, and Community (3 HCC Credit Hours)**

This course covers the development of partnerships between culturally, linguistically and ability diverse families, children, schools and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child.

### **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.

### **EDU 153- Health, Safety, and Nutrition (3 HCC Credit Hours)**

This course covers promoting and maintaining the health and well-being of every child. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, health benefits of active play, recognition and reporting of abuse/neglect, and state regulations. Upon completion, students should be able to apply knowledge of NC Foundations for Early Learning and Development for health, safety, nutritional needs and safe learning environments.

### **ELECTRICAL SYSTEMS TECHNOLOGY**

Students must provide their own transportation

#### **Electrical I**

### **ELC 113 Residential Wiring- (4 HCC Credit Hours)**

This course introduces the care/usage of tools and materials used in residential electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical print reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits.

Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with residential electrical installations.

## **Electrical II**

### **ELC 114- Commercial Wiring (4 HCC Credit Hours)**

This course provides instruction in the application of electrical tools, materials, and test equipment associated with commercial electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with commercial electrical installations.

## **Electrical III**

### **ELC 131/131A- Circuit Analysis I & Lab (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.

## **ELECTRONICS**

Taught at HCC –Students must provide their own transportation

This course is taught by a HCC instructor on HCC’s Regional High Tech Center campus. Students will be enrolled in the electronics engineering technology courses, listed below, and 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.

### **ELN-131 Analog Electronics I (4 HCC Credit Hours)**

This course introduces the characteristics and applications of semiconductor devices and circuits. Emphasis is placed on analysis, selection, biasing, and applications. Upon completion, students should be able to construct, analyze, verify, and troubleshoot analog circuits using appropriate techniques and test equipment.

### **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:**

Test	PSAT 10 and PSAT/NMSQT (2015 and Future)	SAT (March 2016 and Future)	Pre-ACT and ACT	NC DAP (NCCCS Cut Score)	RISE Placement Test

<b>English</b>	26 or a composite score of 460 for Evidenced-Based Reading and Writing	480 composite score for Evidenced-Based Reading and Writing	18	Composite score of 151 or higher	75 or higher on Tier 1 <b><u>and</u></b> Tier 2 (See <i>RISE placement Guide</i> )
<b>Reading</b>	26 or a composite score of 460 for Evidenced-Based Reading and Writing		22		
<b>Mathematics</b>	24.5 or 510	530	22	7 on each assessment for DMA 010 thru 060	75 or higher on Tier 1 <b><u>and</u></b> Tier 2 <b><u>and</u></b> Tier 3 (See <i>RISE placement Guide</i> )

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 Tuscola) **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 THS 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 Tuscola 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 THS schedule. THS 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 (except ACA 122 and EGR 150)** 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: 0 unit (1 SHC)

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)

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)

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)

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)

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

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.

### **BIO 168 Anatomy & Physiology I**

Credit: 1 unit (4 SHC)

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

### **BIO 169 Anatomy & Physiology II**

Credit: 1 unit (4 SHC)

Prerequisites: BIO-169

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

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

Credit: 1 unit (4 SHC)

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

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-120 Intro to Interpersonal Communication**

Credit: 1 unit (3 SHC)

This course introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations.

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

Credit: 1 unit (3 SHC)

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.

### **DFT 170 Engineering Graphics**

Credit: 1 unit (3 SHC)

This course introduces basic engineering graphics skills, equipment, and applications (manual and computer-aided). Topics include sketching, measurements, lettering, dimensioning, geometric construction, orthographic projections and pictorial drawings, and sectional and auxiliary views. Upon completion, students should be able to demonstrate an understanding of basic engineering graphics principles and practices.

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

Credit: 1 unit (3 SHC)

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)

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.

### **EGR 150 Introduction to Engineering**

Credit: 0 unit (2 SHC)

This course is an overview of the engineering profession. Topics include goal setting and career assessment, ethics, public safety, the engineering method and design process, written and oral communication, interpersonal skills and team building, and computer applications. Upon completion, students should be able to understand the engineering process, the engineering profession, and utilize college resources to meet their educational goals.

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

Credit: 1 unit (3 SHC)

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

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

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

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.

### **ENG 241 British Literature I**

**(ENG 111+ENG 112+ENG 241 satisfies English IV high school graduation requirement)**

Credit: 1 unit (3 SHC)

Prerequisites: ENG-112

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

### **ENG 242 British Literature II**

**(ENG 111+ENG 112+ENG 242 satisfies English IV high school graduation requirement)**

Credit: 1 unit (3 SHC)

Prerequisites: ENG-112

This course covers selected works in British literature from the Romantic Period 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 interpret, analyze, and respond to literary works in their historical and cultural contexts.

### **GEL-111 Geology**

Credit: 1 unit (4 SHC)

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)

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)

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)

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)

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

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)

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)

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

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

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.

### **MAT 272 Calculus II**

Prerequisites: Take MAT-271

This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology.

### **MAT 273 Calculus II**

Prerequisites: Take MAT-272

This course is designed to develop the topics of multivariate calculus. Emphasis is placed on multivariate functions, partial derivatives, multiple integration, solid analytical geometry, vector valued functions, and line and surface integrals. Upon completion, students should be able to select and use appropriate models and techniques for finding the solution to multivariate-related problems with and without technology.

### **MUS-110 Music Appreciation**

Credit: 1 unit (3 SHC)

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)

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)

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)

Corequisites: PHY-110

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

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

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 principals 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

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

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)

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)

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.

### **PSY 241 Developmental Psychology**

Credit: 1 unit (3 SHC)

Prerequisites: PSY 150

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span.

### **SOC-210 Introduction to Sociology**

Credit: 1 unit (3 SHC)

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)

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

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.

