Tuscola High School

2020-2021

Course of Studies

TUSCOLA HIGH SCHOOL
564 TUSCOLA SCHOOL ROAD
WAYNESVILLE, NC 28786

Counselors:
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Policy Statement

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

Introduction

The purpose of this guide is to help you and your parents make better decisions concerning your course selections for the coming year. Each class 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 or other creative activities. A student should select courses that best suit his/her abilities and interests. A student's participation in a particular subject area should be based on a combination of logical and sequential courses of study.

Read this guide carefully and discuss your plans with your parents/guardians. It is essential that a student think seriously about a particular subject before selection. **Students and their parents/guardians assume full responsibility for courses scheduled. Though school personnel will attempt to locate and correct any errors, it is the students' and their parents' responsibility to select the courses, keep copies of records, and plan their schedule to meet all requirements for graduation.** Students are selecting courses, not specific teachers or class periods.

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 criteria are met:

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

Courses and sequences listed in this book are subject to change.

GRADUATION REQUIREMENTS

FUTURE READY COURSE OF STUDY

CONTENT AREA	
ENGLISH:	**4 Credits required:** English I, II, III, IV
MATHEMATICS:	**4 Credits required:** Math I, Math II, Math III, Additional Math
SCIENCE:	**3 Credits required:** Earth/Environmental, Biology, & a Physical Science (Physical Science or Chemistry)
SOCIAL STUDIES:	**4 Credits required:** World History and Civic & Economics, plus a combination of either American History I and II, or AP History and an approved History elective
HEALTH & PE	**1 Credit required**
ELECTIVE CREDITS:	**6 Credits required:** 2 elective credits in any combination of the following: • *Career and Technical Education (CTE)* • *Arts Education* • *World Languages* 4 elective credits to complete a 4-course concentration from one of the following: • *Career and Technical Education (CTE)* • *Arts Education* • *JROTC* • *Academic: English, Math, Science, Social Studies, World Language*
ELECTIVE CREDITS:	**# based on graduation requirements**
WORLD LANGUAGES:	**Not required for high school graduation** ***A two-credit world language minimum is required for admission to the UNC system and many other universities*
Total	**28 Credits**

Occupational Course of Study

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

SUBJECT	CREDITS
English: English I, II, III, IV	4
Mathematics: Intro to Math, Foundations of Math I, Math I, Financial Management	3
Social Studies: American History I and American History II	2
Science: Applied Science and Biology I	2
Health and PE	1
Prep Education: Prep I, II, III, IV 240 hours of community-based training & 360 hours of paid employment	6
Career & Technical Education (CTE courses)	4
Total	**22**

PROGRAM CONSTRAINTS

1. No student will be permitted to register for fewer than 8 courses at Tuscola 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 (per semester). 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 students' and foreign exchange students' transcripts will be reviewed by school committee and principal before enrollment is allowed.
4. Students who have an unweighted GPA between 2.2 and 2.799 as a high school junior are required to take CCRG math and English courses in their senior year. An unweighted GPA 2.8 or above signifies career and college ready. Students with an unweighted GPA below 2.2 may opt into the CCCRG courses.

EXIT DOCUMENTS

1. **Merit Diploma** – 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.
2. **Diploma** – For students who satisfy all state and local graduation requirements.

STUDENT ACCOUNTABILITY POLICY

Decisions made concerning students' 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).

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 locally-mandated exams administered during the testing window as determined by the State will count 25% of the course grade.
4. No student is exempt for the State mandated End-of-Course tests, CTE Post Assessments, and North Carolina Final Exams.

High School Promotion Requirements

1. To enter the **10th grade**, a student must have earned a minimum of six (6) units of credit, one of which must have been earned in English.
2. To enter the **11th 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 **12th 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. A total of 28 credits are required for graduation.

North Carolina Academic Scholars
GPA: 3.5 Unweighted

Credits	
4	**English Language Arts I, II, III, IV**
4	**Mathematics I, II, III, and one higher level mathematics course with Math III as prerequisite**
3	**Science (Earth & Environmental Science, Biology, and a Physics or Chemistry course)**
4	**Social Studies (World History, American History 1, American History 2, and Civics and Economics**
1	**Healthful Living / PE**
2	**Two (2) elective credits in a second language for the UNC system. Must be in the same language**
4	**Four (4) elective credits constituting a concentration recommended from the following: Career & Technical Education (CTE), JROTC, Arts/Music Education or any other subject area**
3	**Higher level course taken during the Junior and/or Senior years which carries 5 or 6 quality points such as: AP, Dual or college-equivalent course, advanced CTE, CTE-credentialing courses, online courses, or other honors or above designated courses.**

+ Students must meet the prerequisite requirements listed in the chart below to be considered for Honors/AP classes.

Honors and AP Course Placement Criteria
• Level 4 or 5 in Previous Course (A if NCFE, CTE, 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.)

In July 2018, the Board of Governors passed a new system-wide Advanced Placement (AP) credit policy. This new policy, a shared top priority of both President Spellings and the Board's Committee on Strategic Initiatives, will make a score of three (3) or higher the standard for credit across the 16 universities in the NC System.
Source: https://www.northcarolina.edu/news/2018/11/uniform-credit-adds-success

UNC System constituent institutions shall award Appropriate Credit to undergraduates who have earned a score of three (3) or higher on one or more AP Exams. The requirements of this policy and regulation shall affect first-time (or "freshmen") undergraduate students entering constituent institutions for the fall semester of the 2019-2020 academic year and thereafter.
Source: https://www.northcarolina.edu/apps/policy/index.php Policy 700.10.01

Honors placement criteria may not apply to all CTE Classes.

Students are reminded that ***AP classes are rigorous and have expectations beyond honors and standard level courses*** including but not limited to 1-2 hours of work outside of class and/or summer reading requirements and assignments; science courses may use class time for labs requiring students to do prep work at home. ***Students taking AP courses will be required to take the AP EXAM in the spring, regardless of which semester they took the course.***

Course Offerings

ENGLISH

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)	
Please see your counselor for information regarding HCC course offerings that fulfill graduation requirements.					

ENGLISH I

This course provides a foundational study of literary genres including novels, short stories, poetry, drama (including one Shakespeare play), and nonfiction (including influential U.S. documents). Goals include those required on the Common Core Curriculum Standards with a strong emphasis on reading, writing, research, speaking and presentation of information, utilization of technology to research and present findings, cooperative problem- solving, career/college readiness skills, and reading texts of appropriate complexity to enhance learning.ENGLISH I

ENGLISH I HONORS +

Summer Reading Required

This course provides a foundational study of literary genres including novels, short stories, poetry, drama, and nonfiction. Students will read a variety of increasingly complex texts including influential U.S. documents and a Shakespeare play. Literary analysis and use of rhetorical devices are emphasized as well as the development of arguments, informative/explanatory texts, and narratives, with emphasis on the conventions of Standard English grammar. Students will use technology effectively for a variety of tasks including research and presentations. Weekly vocabulary study will include college-level words. Emphasis will be placed on career/college readiness, development of competent speaking and writing styles, and collaboration with others to problem solve and enhance learning opportunities to fulfill the guidelines listed in the Common Core Curriculum Standards.

ENGLISH II (EOC Course)

English II focuses on literary global perspectives and concepts using literature from Africa, Asia, Oceania, Eastern Europe, the Middle East, and the Americas. Goals include those required in the Common Core standards with a strong emphasis on reading, writing, research, speaking and presentation of information, for utilization of technology research and presentation, cooperative problem-solving, career/college readiness skills, and reading texts of appropriate complexity levels to enhance learning. In addition to the variety of global texts, students will read a Shakespeare play and examine influential U.S. documents.

ENGLISH II HONORS + (EOC Course)

Summer Reading Required

Honors English II is an intensive study of literary global perspectives and concepts focusing on literature from Africa, Asia, Oceania, Eastern Europe, the Middle East, and the Americas. Students will read a variety of increasingly complex texts including influential U.S. documents and a Shakespeare play. Literary analysis and use of rhetorical devices are emphasized as well as the development of arguments, informative/explanatory texts, and narratives with emphasis on the conventions of Standard English grammar. Students will use technology effectively for a variety of tasks including research and presentations. Emphasis will be placed on career/college readiness, development of competent speaking and writing styles, and collaboration with others to problem solve and enhance learning opportunities to fulfill the guidelines listed in the Common Core standards.

ENGLISH III

English III is a study of 18th, 19th, and 20th Century American literature including informational texts. Goals include those required in the Common Core standards with a strong emphasis on reading, writing, research, speaking and presentation of information, utilization of technology to research and present findings, cooperative problem-solving, career/college readiness skills, and reading texts of appropriate complexity levels to enhance learning opportunities. In addition to the variety of American texts, students are required to read one Shakespeare play.

ENGLISH III HONORS +

Summer Reading Required

This is an intensive and rigorous chronological study of American literature designed to enable students to read and think critically about a variety of complex texts, and to meet the goals outlined in the Common Core standards. Students will demonstrate knowledge of 18th, 19th and 20th century foundational works of American literature, including informational texts. Students will also be required to read one Shakespeare play. Emphasis is placed on literary analysis and use of rhetorical devices, the development of arguments, informative/explanatory texts, and narratives. Students will conduct research to answer questions, solve a problem, and/or demonstrate understanding of the subject under investigation. Students will draw evidence from literary or informational texts to support analysis, reflection, and research, and integrate multiple sources of information presented in diverse formats and media (e.g., visual, oral, quantitative) in order to make informed decisions and solve problems, evaluating credibility and accuracy, and making strategic use of digital media. Students will be asked to utilize technology in publishing and presentation of student work. Emphasis will be placed on career/college readiness, development of competent speaking and writing style, and collaboration with others to problem-solve and enhance learning opportunities to meet guidelines listed in the Common Core standards.

AP ENGLISH LANGUAGE AND COMPOSITION / AP SEMINAR+

Summer Reading Required

AP ENGLISH LANGUAGE - The Advanced Placement English Language and Composition course features college-level work in the form of challenging reading assignments along with an emphasis on analytical writing and reading. Reading will be expected most nights and over breaks. Within these two areas of emphasis, there will be multiple-choice work that "measures a student's ability to read, understand, and analyze the kinds of texts used in introductory college writing courses," and there will be free-response questions designed to "measure each student's ability to analyze a passage, respond to an argument, and create and establish a position." In addition, in alignment with Common Core standards, the class will also examine U.S. literature and U.S. literary nonfiction, especially foundational works and documents from the 17th century through the early 20th century. At least one Shakespearean play will also be included.

AP SEMINAR - is an interdisciplinary course that encourages students to demonstrate critical thinking, collaboration, and academic research skills on topics of the student's choosing. To accommodate the wide range of student topics, typical college course equivalents include interdisciplinary or general elective courses. Students will develop and practice the skills in research, collaboration, and communication that are needed in any academic discipline. They will 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. **AP Seminar is the first of two courses that make up the AP Capstone program. Upon successful completion of both AP Seminar and AP Research, plus 4 additional AP courses, students can earn the AP Diploma recognition.**

ENGLISH IV
English IV focuses on European (Western, Southern, Northern) literature, including one Shakespearean play, and important U.S. documents and literature (texts influenced by European philosophy or action). Goals include those required in the Common Core standards with a strong emphasis on reading, writing, research, speaking and presentation of information, utilization of technology for research and presentation, cooperative problem-solving, career/college readiness skills, and reading texts of appropriate complexity levels to enhance learning opportunities.

ENGLISH IV HONORS +
Summer Reading Required
Honors English IV focuses on European (Western, Southern, Northern) literature. This course includes two Shakespearean plays in addition to important U.S. documents and literature (texts influenced by European philosophy or action). Goals include those required in the Common Core standard with a strong emphasis on reading, writing, research, speaking and presentation of information, utilization of technology for research and presentation, cooperative problem-solving, career/college readiness skills, and reading texts of appropriate complexity levels to enhance learning opportunities. The honors-level course expects a higher level of commitment and work, features challenging reading assignments along with an emphasis on analytical reading, and expects independent literary analysis.

AP ENGLISH LITERATURE AND COMPOSITION +
Summer Reading Required
The Advanced Placement English Literature and Composition course features college-level work that focuses on analysis of all forms of literature (poems, novels, plays, etc.). Students will learn "how" and "why" literature is written the way it is, as well as how to write and fully explain their insights on literature. There will be a lot of out-of-class reading that includes most nights, weekends, summer and breaks. Evaluations of performance will include multiple-choice questions, free-response essays, and discussions in order to prepare students for the AP Exam in May. In order to maintain congruity with other English IV classes and the Common Core standards, this class will also cover European (Western, Southern, Northern) literature including at least two Shakespearean plays.

COLLEGE COMPOSITION AND RESEARCH SEMINAR HONORS +
This class provides a project-based approach to teaching and honing the skills needed for college-level writing, and to understanding, applying, and refining sound and ethical writing, research, and presentation practices. This course will also encourage and promote academic curiosity and will celebrate questioning, experimentation, self-reflection, and debate.

MATHEMATICS

<table>
<tr><th rowspan="2">Graduation Requirements (4 Credits)</th><th colspan="6">Math</th></tr>
<tr><th colspan="3">Standard Sequence</th><th colspan="3">Standard Honors Sequence</th></tr>
<tr><td>9th Grade</td><td>Found of Math 1 & Math 1</td><td colspan="2">Math 1</td><td colspan="3">Honors Math 2</td></tr>
<tr><td>10th Grade</td><td>Math 2</td><td>Math 2</td><td>Honors Math 2</td><td colspan="3">Honors Math 3</td></tr>
<tr><td>11th Grade</td><td>Math 3</td><td>Math 3</td><td>Honors Math 3</td><td>AP Statistics</td><td colspan="2">Pre Calculus</td></tr>
<tr><td>12th Grade</td><td>CCRG or Math 4</td><td>Math 4</td><td>Pre-Calculus or Discrete</td><td>Honors Math Elective (Optional) Or Discrete</td><td>AP Statistics</td><td>AP Calculus</td></tr>
<tr><td colspan="7">Please see your counselor for information regarding HCC course offerings that fulfill graduation requirements.</td></tr>
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FOUNDATIONS OF MATH I
This course is determined by placement criteria and is designed to help students prepare for Math I.

MATH I (*EOC Course)*
Math I 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.

MATH II
Math II continues a progression of the standards established in Math I. In addition to these standards, Math II includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences, and justifying conclusions.

MATH II HONORS +
Math II Honors provides students a comprehensive, in-depth study of logical reasoning as related to geometric concepts. Basic principles of

algebra will be used extensively. Students will study supplementary topics, participate in seminars, and develop projects that involve real world applications. A more rigorous pacing is required, as is a very strong background in Math I.

MATH III (*EOC Course)*
Math III progresses from the standards learned in Math I and Math II. In addition to these standards, Math III extends to include algebraic concepts such as the complex number system, inverse functions, trigonometric functions, and the unit circle. Math III also includes the geometric concepts of conics and circles.

MATH III HONORS + (*EOC Course)*
Honors Math III addresses the topics of Math III at a more comprehensive level. Additional topics, seminars, and projects with real-world applications are included. A more rigorous pacing is required, as is a very strong background in Math I and Math II.

MATH IV
Prerequisite: Math III or Math III Honors
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. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.

DISCRETE MATHEMATICS FOR COMPUTER SCIENCE (HONORS)+
Prerequisite: Math III or Honors Pre-Calculus
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. At most universities, an undergraduate-level course in discrete mathematics is required for students who plan to pursue careers as computer programmers, software engineers, data scientists, security analysts and financial analysts. Students will be prepared for college level algebra, statistics, and discrete mathematics courses.

PRE-CALCULUS HONORS +
Prerequisite: Math III
Pre-Calculus provides students a complete study of trigonometry, as well as advanced algebra topics, analytic geometry, sequences and series, and data analysis. Applications and modeling will be included throughout the course of study. Appropriate technology will be used.

AP STATISTICS +
Prerequisite: Honors Math III
Course taught on HCC's campus & student will be responsible for transportation.
The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) exploring data where students observe patterns and departures from patterns, 2) planning a study that involves deciding what and how to measure, 3) anticipating patterns in advance where models are produced using probability and simulation, and 4) statistical inference in which models are confirmed. Students are expected to take the AP Exam in May. Students may receive credit and/or advanced placement for a one-semester introductory college statistics course. This course will be beneficial for students who intend to study natural sciences (chemistry, physics, biology, and environmental sciences) or social sciences (political science, economics, sociology, geography, psychology, and anthropology) at the university level.

AP CALCULUS BC Block + (Year-Long Course)
Prerequisite: Honors Pre-Calculus
This is a year-long course. You are required to take both semesters of this course.
In this course, the curriculum is presented geometrically, numerically, and algebraically. There is an emphasis on using practical problems to derive general results. Students are asked to explain verbally what their answers mean in practical terms. Computers and graphics calculators are used to enhance learning. There will be several 'hands-on" projects and activities that model real world situations where calculus is used. The material includes differential and integral calculus as well as infinite series and differential equations. Today, many fields of study in college use calculus, including business, accounting, economics, engineering, natural sciences, computer science, and STEM areas. Many universities look favorably in the application process on students who take math class such as BC Calculus because of the rigor involved and also because it is a standard AP course that all colleges are familiar with. Students are expected to take the AP Calculus BC Exam in May. The BC exam is structured such that a student can earn AB credit and/or BC credit. This course is an excellent preparation for Calculus III and Differential Equations.

SCIENCE

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

PHYSICAL SCIENCE
This course offers integrated topics from physics and chemistry, with emphasis on energy and motion, electricity and magnetic waves, sound and light, the structure and properties of matter, and chemical reactions.

EARTH/ENVIRONMENTAL SCIENCE
This course is a study of the function of the Earth's systems and place in the universe. Emphasis is placed on matter, energy, and cycles that circulate energy and matter through Earth's system. Major themes include awareness of limited natural resources, importance of biodiversity, and potential human impacts on various natural systems.

EARTH AND ENVIRONMENTAL SCIENCE HONORS +
Summer Reading Required
Honors Earth/Environmental Science offers those students serious about science a more research-based, in-depth approach to Earth's natural processes, including natural resources, biodiversity, and potential human impacts on various natural systems. Students are encouraged to develop research skills useful for Honors Biology and more advanced courses. Weekly summaries of current environmental issues are required. Independent research is expected.

BIOLOGY (EOC Course)
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. This course must be attempted by the end of Junior Year.

HONORS BIOLOGY (EOC Course) +
Summer Reading Required
Honors Biology covers topics typically covered in a high school biology course and prepares students for Advanced Placement Biology. Students study the structures, functions, and processes of living organisms and their interactions with the environment. Major themes include cell structure and specialization, energy and chemistry of life, genetics and evolution, diversity of life, plant systems, and ecology. Students learn complex biological concepts through engaging lecture, lab experiences, and projects.

CHEMISTRY I
This course is an investigation of the structure of matter along with chemical reactions and the conservation of energy in those reactions. Inquiry is applied to the study of the transformation, composition, structure, and properties of substances. The course focuses on basic chemical concepts and incorporates activities that promote investigations to reinforce the concepts. Honors I Chemistry students are required to prepare a science fair project utilizing scientific, analytical, & research skills.

CHEMISTRY I HONORS +
Chemistry I Honors is an advanced study of the basic principles of chemistry with emphasis on atomic structure, chemical reactions and equations, chemical analysis, environmental chemistry, and laboratory practices.

BIOLOGY II HONORS +
Class Availability: 11th & 12th Grade
Prerequisite: Chemistry I
Biology II Honors is an accelerated comprehensive course designed to give the students a more conceptual in- depth understanding of the concepts in the *Common Core and Essential Standards* in biology. Topics will include genetics, human anatomy and physiology, and food science. The course is designed for highly motivated students who have demonstrated an advanced level of interest, learning, and achievement in the area of science. Students are expected to work independently as well as in small groups on a variety of assignments and to accept greater responsibility for their learning. Students will complete at least one in-depth independent study of their assigned area. The curriculum will integrate inquiry and technology to explore the world of biology. *Participation in dissections is required.*

AP BIOLOGY +
Course taught on HCC's campus; students will be responsible for transportation.
Class Availability: 11th & 12th Grade
Prerequisite: Chemistry I
Summer Reading Required
AP Biology is designed to be the equivalent of two semesters of college-level biology. The curriculum emphasizes inquiry and four big ideas: Evolution, Energy, Information, and Interactions. Students will be required to complete online assignments weekly before class. All topics in this class are framed in an evolutionary context, which is introduced through summer reading prior to class.

CHEMISTRY II HONORS +
Chemistry II Honors is an advanced study of chemical processes. The class is designed to give students an enhanced understanding of the concepts learned in Chemistry I. Laboratory and theoretical concepts are strongly emphasized. Studies include the development of proper laboratory skills, qualitative and quantitative experimental analyses using a myriad of laboratory techniques, and additional content in areas not emphasized in chemistry (i.e. additional organic chemistry and forensic science). Emphasized topics include gravimetric techniques, advantitrations, organic nomenclature, esterification, saponification, crystal structure, forensic science, polymerization, distillation, and analytical chemistry.

AP CHEMISTRY +
Course taught on HCC's campus; students will be responsible for transportation.
If you have not previously taken Chemistry, it is recommended that you take Honors Chemistry I. 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 PHYSICS +
Prerequisite: Chemistry I
In order to be successful in this course, students should have completed Math III or should be enrolled simultaneously in Math III while in this course. Honors Physics is a study of the more advanced aspects of the forces of motion, thermodynamics, electricity, magnetism, optics and wave theory. Laboratory practices are emphasized.

AP ENVIRONMENTAL SCIENCE +
Prerequisite: Chemistry I
Summer Reading Required
AP Environmental Science is designed to be the equivalent of a one-semester introductory college course in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world; to identify and analyze environmental problems, both natural and human-made; to evaluate the relative risks associated with these problems; and to examine alternative solutions for resolving and/or preventing them.

SOCIAL STUDIES

Graduation Requirements (4 Credits)	Social Studies			
	Standard Sequence	**Honors Sequence A**		**Honors Sequence B**
9th Grade	World History	Honors World History		Honors World History
10th Grade	American History I	Honors American History I	Honors Civics & Economics	Honors Civics & Economics
11th Grade	American History II	Honors American History II	AP United States History (fall) & Turning Points in American History (Spring)	AP United States History (fall) & Turning Points in American History (Spring)
12th Grade	Civics & Economics	Honors Civics & Economics	Honors History Elective (Optional)	Honors History Elective (Optional)
Freshmen entering in 2020-2021 will have a new sequence after World History.				
Please see your counselor for information regarding HCC course offerings that fulfill graduation requirements.				

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

HONORS WORLD HISTORY +
This course covers the same material as World History; however, Honors World History is distinguished by an increased expectation in quality of work, not merely an increase in quantity.

CIVICS & ECONOMICS
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 AMERICAN HISTORY: PRINCIPLES OF CIVICS & ECONOMICS +
This course covers the same material as Civics and Economics; however, Honors Civics and Economics is distinguished by an increased expectation in quality of work, not merely an increase in quantity.

AP U.S. HISTORY / AP GOVERNMENT & POLITICS +
Summer Reading Required

AP US HISTORY - This is a college-level U.S. History course that prepares students for the AP U.S. History Exam. The course provides a survey of United States history from the colonial period to the present, with emphasis on the economic, social, and political development of the twentieth century.

AP GOVERNMENT & POLITICS - Study the key concepts and institutions of the political system and culture of the United States. Students will read, analyze, and discuss the U.S. Constitution and other documents as well as have a complete understanding of the workings of the government and political systems.

AMERICAN HISTORY I: THE FOUNDING PRINCIPLES
This course covers American history from the European exploration of the New World to Reconstruction. Students will learn about important political and economic factors that contributed to the development of colonial America, the outbreak of the American Revolution, the establishment of political parties, America's Westward expansion, the growth of sectional conflicts that led to the Civil War, and the consequences of the Civil War, including Reconstruction.

HONORS AMERICAN HISTORY I: THE FOUNDING PRINCIPLES +
This course covers the same material as American History I; however, Honors American History I is distinguished by an increased expectation in quality of work, not merely an increase in quantity.

AMERICAN HISTORY II
This course covers American history from the late 19th century until the present. Students will examine the political, economic, social, and cultural development of the United States during this time period. The desired outcome 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 in the United States in an interconnected world.

HONORS AMERICAN HISTORY II +
This course covers the same material as American History II; however, Honors American History II is distinguished by a difference in the quality of work expected, not merely an increase in quantity.

SOUTHERN APPALACHIAN HISTORY HONORS +
This course is designed to introduce students to the history of the southern Appalachian region and its inhabitants. The course will examine the chronological history of Southern Appalachia from the 17th century to the modern era, focusing on the social, cultural, and political history of the region. In addition to discussing and analyzing major events in the region's past, the course will investigate major trends and themes that are vital to an understanding of the history of the region.

CONFLICT AND LEADERSHIP: A STUDY OF NOTABLE LEADERS DURING TIMES OF CONFLICT IN AMERICA HONORS +
Class Availability: 12th Grade
This course will examine numerous historical events, specifically times of conflict, with an emphasis on the people that lead our country through those times. From Generals, to Presidents, to social and religious leaders, this class would be ideal for anyone interested in American history, entrepreneurship, or becoming a future leader.

WORLD LANGUAGES

**Two credits in the same world language is often required for 4-year colleges. World Language is not required for graduation.

SPANISH I
Native Spanish Speakers should register for Accelerated Spanish II.
Students will build a foundation of the Spanish language through speaking, writing, listening and reading activities. Culture of the Spanish-speaking world is taught throughout the semester. **World Language teachers recommend that students who had difficulty in 8th grade English (earning a C or lower) wait until their 10th grade year to enroll in Spanish.**

SPANISH II
Prerequisite: 75 or higher in Spanish I is highly recommended
Students will develop a deeper comprehension of Spanish. They will study grammatical structures, complex phonetics and more specific vocabulary. They will learn how to apply the language in everyday situations, feeling more comfortable in the use of spoken and written Spanish.

SPANISH II – ACCELERATED
Prerequisite: Teacher Recommendation
The material covered will be the same as regular Spanish II but will be presented more in-depth and at a faster pace. There is more emphasis on speaking, individual development, and performance. Students taking this course generally continue on to Spanish III. Although this course goes at a

faster pace, this is *not* an Honors level course.

SPANISH III HONORS +
Students will study the language in terms of expanding speaking, writing, listening, and reading skills. Students will read more challenging texts, and there is a strong emphasis on geography and culture of Spanish-speaking countries.

SPANISH IV HONORS +
Students are expected to utilize the language in speaking, giving presentations, doing research, and advanced writing. Students will refine grammar, expand concepts, and build vocabulary towards greater fluency using authentic resources such as literature, news media, and film.

SPANISH V HONORS +
The class will be taught entirely in Spanish with greatest emphasis on every-day and academic conversation, and cross-cultural comparisons. Students will have the opportunity to refine their language skills with real-world discussions and topical lessons.

FRENCH I
Level I students begin to develop listening and speaking skills and to create a vocabulary and grammar base for their cultural studies. Reading and writing will be gradually increased throughout the year. Students will become familiar with the culture of the French-speaking world. **World Language teachers recommend that students who had difficulty in 8th grade English (earning a C or lower) wait until their 10th grade year to enroll in French.**

FRENCH II
Prerequisite: C or above in French I is highly recommended
Level II students intensify their listening and speaking practices while continuing reading, writing, and cultural exploration, and development of grammar and vocabulary. Students should become more comfortable expressing themselves in French.

FRENCH III HONORS +
Level III students deepen their conversation and composition while continuing reading, grammar, and cultural studies. Vocabulary is greatly expanded through the analysis of primary sources such as magazines, newspapers, films, slides, etc.

FRENCH IV HONORS +
Level IV students continue development of oral skills, reading, grammar, and cultural studies. The objective is to develop comprehension and fluency of expression in active communication involving a variety of sources, topics, and structures.

HEALTH/PHYSICAL EDUCATION

HEALTH/PE
The purpose of Health and Physical Education is to provide appropriate instruction for building a healthy body, mind, and character in each student. Dress out is required. Health and PE are provided on alternate weeks.

PHYS ED (Team Sports)
Class Availability: 10th, 11th, & 12th Grade
Class is designed for individuals enjoying the thrill of competition in team sports. Team Sports will include volleyball, soccer, basketball, softball, flag football, floor hockey, and team handball. Dress out is required.

SPORTS CONDITIONING (BOYS)
Class Availability: 10th -12th Grade Boys Only
This class includes weights and agility training to develop muscular strength, endurance, and flexibility. Dress-out required.

SPORTS CONDITIONING (GIRLS)
Class Availability: 10th - 12th Grade Girls Only
This class includes weights and agility training to develop muscular strength, endurance, and flexibility. Dress-out required.

ON COURT STRENGTH TRAINING (BOYS)
Teacher recommendation & participation in a court sport required
Class Availability: 10th, 11th, & 12th Grade
Course is designed to develop a stronger, more explosive player by utilizing proper court-specific movements, agility drills, core and muscular strength exercises. Course will also teach students proper nutrition and how to decrease risk of injuries.

ON COURT STRENGTH TRAINING (GIRLS)
Teacher recommendation & participation in a court sport required
Class Availability: 10th, 11th, & 12th Grade
Course is designed to develop a stronger, more explosive player by utilizing proper court specific movements, agility drills, core and muscular strength exercises. Course will also teach students proper nutrition and how to decrease risk of injuries.

ATHLETIC CONDITIONING
Teacher recommendation required.
This course is designed to improve strength, quickness, flexibility, agility, and general athletic ability. Students will do a regiment of weight lifting to improve strength and range of motion. The class will also include stretching and warmup exercises for prevention of injuries. Agility and flexibility drills will also be included to improve coordination, jumping ability and overall athleticism.

MUSIC

BAND (Beginning) - Concert Band
Prerequisite: Recommendation of placement committee required
Class Availability: 9th - 12th Grade
Credit: 2 Units Fall and Spring Recommended
Performance-oriented class consisting of concerts throughout the school year. The focus will be on developing group and individual fundamentals of music. Marching Band is not required but highly recommended.

BAND (Intermediate) - Symphony Band
Prerequisite: Recommendation of placement committee required
Class Availability: 9th - 12th Grade
Credit: 2 Units Fall and Spring / Honors Credit Available
Performance-oriented class consisting of concerts throughout the school year. The focus will be on developing group and individual fundamentals of music. Marching Band is not required but highly recommended.

BAND (Intermediate) - Percussion
Prerequisite: Recommendation of placement committee required
Class Availability: 9th - 12th grade
Credit: 2 Units Fall and Spring Recommended
Performance-oriented class consisting of concerts throughout the school year. The focus will be on developing group and individual fundamentals of music. Marching Band is not required but highly recommended.

VOCAL MUSIC (Beginning) – Beginning Concert Choir
Class Availability: 9th - 12th Grade Males and 9th – 12th Grade Females (9th Grade females enroll in Women's Chorale)
This class is a beginner-level, performance-based course available to students with limited or no choral experience. Emphasis is placed on developing the singing voice and learning basic fundamentals of choral music and performance habits. Please note: students are required to sing out loud in class and participate in at least one public concert.

VOCAL MUSIC (Beginning) – Women's Chorale
Class Availability: 9th -12th Grade Females (For students with no or limited K-8 experience in music education or singing)
This class is a non-auditioned performing female choir available in both the fall and spring to 9th, 10th, 11th, and 12th Grade females. Students learn how to read music, prepare music for and participate in at least one public concert over the course of the semester. Spring courses also compete in the state concert festival at Brevard College. Emphasis is placed on development of the female singing voice.

VOCAL MUSIC (Intermediate) – Women's Chorale
Class Availability: 10th -12th Grade Females (For students with prior vocal experience)
This class is a non-auditioned performing female choir available in both the fall and spring for 10th, 11th, and 12th Grade females. Students learn how to read music, prepare music for and participate in at least one public concert over the course of the semester. Spring courses also compete in the state concert festival at Brevard College. Emphasis is placed on development of the female singing voice.

VOCAL MUSIC (Intermediate) – Concert Choir
Prerequisite: Successful completion of Vocal Music Beginning and/or teacher recommendation
Class Availability: 9th– 12th Grade Males & 10th – 12th Grade Females
This class is a non-auditioned, performing, mixed choir available in the spring semester. Students participate in at least one concert per semester as well as compete in the state concert festival at Brevard College. Emphasis will be placed on group as well as individual performance and on becoming musically literate.

SUMMIT COURSE OFFERINGS
Summit is Tuscola's premiere performing vocal ensemble. It performs choreographed pieces and traditional vocal music from genres throughout history. This year-long choir *(must enroll for both Fall and Spring)* is responsible for both a themed Fall Semester show and a Country Western Show in the Spring. Summit also performs in all seasonal concerts and regularly competes at both the state and national levels. Emphasis is placed on developing musical literacy and advanced vocal technique and theater. All three of the following courses should meet during the same class meeting time.

VOCAL MUSIC (Intermediate) – Summit (FALL AND SPRING REQUIRED)
Prerequisite: Audition (held during February); successful completion of Vocal Music Beginning and/or teacher recommendation
Class Availability: 10th – 12th Grade
Emphasis is placed on developing musical literacy, advanced vocal techniques, and theater. All Summit students are required to successfully complete at least one semester of Summit Intermediate before being considered for Summit Vocal Music Proficient.

VOCAL MUSIC (Proficient) – Summit (FALL AND SPRING REQUIRED)+
Prerequisite: Audition (held during February); successful completion of Vocal Music Intermediate and/or teacher recommendation
Class Availability: 11th – 12th Grade
Emphasis is placed on developing music literacy, advanced vocal techniques, and theater. Proficient-level students will be required to prepare extra music for state and/or regional festivals and/or auditions, and will receive honors credit.

VOCAL MUSIC (Advanced) – Summit (FALL AND SPRING REQUIRED)+
Prerequisite: Audition (held during February); successful completion of Vocal Music Proficient and/or teacher recommendation
Class Availability: 12th Grade
Advanced-level students will take on extra leadership roles within the ensemble and prepare extra music for state and/or regional festivals and/or auditions and will receive honors credit.

ART

VISUAL ARTS I (Beginning)
Class Availability: 9th – 12th Grade
Recommendation from 8th Grade Art Teacher for 9th Grade Only
Required Fee: $10, Sketchbook
The course is divided into four units containing drawing, painting, printmaking, and sculpture. The course consists of 75% studio work and 25 art aesthetics. The art history curriculum will cover Western Art from Prehistoric -15,000 BC to Realism – 1850's. Students will participate in the THS Art Show.

VISUAL ARTS II (Intermediate)
Class Availability: 10th – 12th Grade
Prerequisite: Visual Arts I (Beginning)
Required Fee: $10 Supplies, Sketchbook
This course is designed specifically for students interested in pursuing an art-based career. The art history curriculum will cover Expressionism, Cubism, Surrealism and Abstract – 1850s to 1950s – 20th Century architecture. Students will be expected to produce major works of art using advanced techniques and media over sustained periods of time, participate in the THS Art Show, and share their artwork with the community.

VISUAL ARTS III (Proficient)+
Class Availability: 11th & 12th Grade
Required Fee: $15 Supplies, Sketchbook
This is an advanced course that involves more in-depth knowledge of art processes, techniques, art media, history and evaluation. Visual Arts Proficient is for students interested in pursuing a career in art-related fields. The course emphasizes problem-solving; portfolio development; and strengthening students' knowledge of art history, vocabulary, and ability to create art. The art history curriculum will cover Renaissance – 1400s and Impressionism/Post Impressionism – 1850's. Students will participate in the THS Art Show and share their artwork with both the community and the Haywood County Arts Council.

VISUAL ARTS IV (Advanced)+
Class Availability: 11th & 12th Grade
Required Fee: $15 Supplies, Sketchbook
The course is designed for students who are pursuing a career in art. It is a mirror image of Visual Arts Proficient, except students are required to problem-solve, produce conceptual art, and demonstrate a greater mastery of skills. Students will be required to work towards a portfolio of their work and an end of the year senior exhibition. The art history curriculum will focus on a detailed exploration of the Contemporary: 1950s to present. Students will participate in the Art Show and share their artwork with both the community and the Haywood County Arts Council.

VISUAL ARTS V (INDEPENDENT STUDY)+
Class Availability: 12th Grade
Prerequisites: Recommendation of the Art Teacher
Required Fee: fee varies, sketchbook, personal art supplies
The course is designed for senior students focusing on portfolio preparation and post-secondary options. Students will develop and refine a particular and specific area of interest in the Visual Arts. Emphasis will be to explore in depth the media of their preference, originality, personal style, and individual statements in expression. All projects will be self-determined, but they must be approved by the teacher. The course consists of creating a minimum of 6 completed projects per 9-weeks. Students will participate in the THS Art Show and share their artwork with THS visual art classes, the community, and the Haywood County Arts Council.

CAREER and TECHNICAL EDUCATION

***Class is a completer in a CTE Concentration**

AGRICULTURE/HORTICULTURE

AGRISCIENCE APPLICATIONS
Class Availability: 9th & 10th Grade
Instruction integrates basic biological and physical sciences and technological concepts with principles of production agriculture, with specific focus on environmental and engineering technology, plant, animal, and food sciences and agribusiness.

AGRICULTURAL PRODUCTION I
Class Availability: 10th – 12th Grade
Instruction focuses on the basic scientific principles and processes involved in the production of plants and animals in agricultural occupations. Units of instruction include leadership; supervised agricultural experience; business management; forestry/wildlife management; agricultural mechanics; and plant, soil and animal science.

AGRICULTURAL MECHANICS I
Class Availability: 10th & 11th Grade
This course provides instruction to develop knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of the course is to prepare students to handle the day-to-day problems, accidents, and repairs they may encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, basic metal working, basic agricultural construction skills related to plumbing, concrete and carpentry, basic welding and leadership development. Completion of Agriculture Production I is recommended.

***AGRICULTURAL MECHANICS II - GENERAL**
Prerequisite: Agricultural Mechanics I Class Availability: 10th - 12th Grade
Expands concepts covered in Agricultural Mechanics I. Units of instructions include leadership development, safety, metal fabrication, agricultural power, plumbing, agricultural construction, and fencing. Instruction is heavily oriented to design and construction of agriculture-related projects.

***AGRICULTURAL MECHANICS II – SMALL ENGINES**
Prerequisite: Agricultural Mechanics I
Class Availability: 11th & 12th Grade
This course provides hands-on instruction and emphasizes small-engine systems including the compression, fuel, electrical, cooling and lubrication systems. Troubleshooting methods are emphasized. Students learn how to select engines for specific applications. Materials are covered to prepare students for the Master Service Technician Exam. Safety skills are emphasized. English Language Arts, Mathematics, and Science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

ANIMAL SCIENCE I
Class Availability: 9th - 12th Grade
This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Completion of Agriculture Production I is recommended.

HORTICULTURE I
Class Availability: 9th - 11th Grade
Instruction focuses on the broad field of horticulture, including the study of the basic scientific principles of plant science including vegetables and ornamental landscaping plants. Also, units of plant propagation will be taught in the greenhouse. Students gain hands-on experience in growing and caring for plants, which are then sold at the spring greenhouse sale. Horticulture students are encouraged to join FFA.

***HORTICULTURE II**
Prerequisite: Horticulture I
Class Availability: 10th – 12th Grade
Instruction focuses on the knowledge and skills developed in Horticulture I. Topics include bedding plant production, watering systems, light effects, lawn & turf grass management, career planning, leadership and personal development. Skills in biology, chemistry and algebra are reinforced. Horticulture students are encouraged to join FFA.

***HORTICULTURE II: LANDSCAPE**
Prerequisites: Horticulture I Availability: 10th – 12th Grade
Landscape Construction and Maintenance provides hands on instruction and emphasizes safety skills needed by landscape technicians in the field. This course is based on the North Carolina Landscape Contractors' Association skill standards for a Certified Landscape Technician. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation and the use/ maintenance of landscape equipment. Current topic discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. Opportunities exist for students to conduct internships or apprenticeships as landscape technicians. This is an agricultural education advanced studies class. Horticulture students are encouraged to join FFA.

BUSINESS TECHNOLOGIES

MICROSOFT WORD AND POWERPOINT
Class Availability: 9th - 12th Grade
In the first part of the class, 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 of the class, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. This course can help prepare students for the Microsoft Office Specialist (MOS) certification in Word and/or PowerPoint.

MICROSOFT EXCEL HONORS
Class Availability: 9th – 12th Grade
While not a prerequisite, successful completion of Word and PowerPoint is ***highly recommended.***
Students in Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for success completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. Successful candidates for the Microsoft Office Specialist Excel 2016 certification exam will have a fundamental understanding of the Excel environment and the ability to complete tasks independently. They will know and demonstrate the correct application of the principle features of Excel 2016. Candidates create and edit a workbook with multiple sheets and 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.

MULTIMEDIA & WEBPAGE DESIGN I
Prerequisite: Application Required.
Class Availability: 11th – 12th Grade
This course focuses on desktop publishing, graphic image design, computer animation, multimedia production and webpage design. Communication skills and critical thinking are reinforced through software applications. English language arts and arts are reinforced. THE MAJOR PROJECT OF THIS COURSE IS THE TUSCOLA YEARBOOK. Application Required.

MULTIMEDIA & WEBPAGE DESIGN ADVANCED STUDIES
Prerequisite: Multimedia & Webpage Design I
Class Availability: 12th Grade ONLY
Multimedia Advanced Studies is an independent studies course. Its purpose is to allow upper level students the opportunity to focus on one area of Multimedia. This culminating course is for 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, business representatives, and other school-based personnel. THE MAJOR PROJECT FOR THIS COURSE IS THE TUSCOLA YEARBOOK.

CAREER MANAGEMENT
Class Availability: 11th & 12th Grade
This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to, communications, interpersonal skills, problem-solving, personal management, and teamwork. English language arts are reinforced. Student participation in Career and Technical Student Organization (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

ENTREPRENEURSHIP I
Class Availability: 9th – 12th Grade
Small business accounts for 90% of the growth in our economy! Nearly every college has introduced Entrepreneurship as an objective in every curriculum. Make sure you are prepared by taking Entrepreneurship. In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements.

ACCOUNTING I
Class Availability: 9th – 12th 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.

SPORTS AND ENTERTAINMENT MARKETING I
Class Availability: 9th – 12th Grade
In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; human relations; and safety and security. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

HEALTH OCCUPATIONS

FOUNDATIONS OF HEALTH SCIENCE
Class Availability: 9th & 10th 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 are reinforced. Work-based learning strategies appropriate for this course include service learning, field trips, 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 standard and workplace readiness skills to authentic experiences.

***BIOMEDICAL TECHNOLOGY**
Prerequisite: Health Science I
Class Availability: 10th – 12th Grade
This course challenges students to investigate current medical and health care practices using technology and advances in health care research. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills

through authentic experiences.

HEALTH SCIENCE I
Class Availability: 9th – 11th Grade
This course is designed as a basic anatomy and physiology course for students interested in pursuing a health care career. Topics include the human body in health and disease, biochemistry, medical terminology, communication skills and career information. HS I is a prerequisite for HS II. Seniors may only sign up for this course if they plan to take the second level as well.

***HEALTH SCIENCE II**
Prerequisite: Health Science I
Class Availability: 11th – 12th 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 healthcare 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.

NURSING FUNDAMENTALS HONORS+
Prerequisite: Health Science II and Application Required
Class Availability: 12th 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 (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NC NAI Registry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include a required clinical internship in a long-term care agency. Healthcare agencies may require testing for tuberculosis and/or other diseases and a criminal record check for felonies related to drugs. Cooperative education is not available for this course. HOSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Enrollment is limited per North Carolina Board of Nursing (BON) Administrative Rule 21 NCAC 36.0318(i), which requires the ratio of teacher to nurse aide students be 1:10 or less while in the clinical area. DHSR applies BON Rule to the classroom training area. *Students must be able to drive to clinical.*

PUBLIC SAFETY

PUBLIC SAFETY I
Class Availability: 9th – 12th Grade
This course provides basic career information in public safety including corrections, emergency and fire management, security and protection,law enforcement, and legal services. Students will develop a personal plan for a career in public safety. This course includes sills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced.

FAMILY AND CONSUMER SCIENCE

FOODS & NUTRITION I
Class Availability: 9th – 11th Grade
This course examines the nutritional needs of the individual. Emphasis is placed on fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management. English language arts, mathematics, science, and social studies are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

***FOODS II – TECHNOLOGY HONORS**
Prerequisite: Foods I (Chemistry is recommended)
Class Availability: 10th – 12th Grade
Exploring the food industry from "the farm to table" is a major emphasis of Food Technology. The student will examine production, processing, preparation, preservation, and packaging principles along the farm to table continuum. This course will integrate the application of basic food science principles, government regulations, emerging trends, biotechnology, and career opportunities as it relates to the world of food technology. The student will begin to understand how food technology affects the food that they eat. Work-based learning strategies appropriate for this course include field trips. Job shadowing, and internships. FCCLA leadership activities incorporated into all units will provide students with the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

APPAREL AND TEXTILE PRODUCTION I
Class Availability: 9th – 11th Grade
This course examines clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion. Skills in art, communication, mathematics, science, and technology are reinforced in this course. Students are responsible throughout the year for purchasing their supplies for projects.

***APPAREL AND TEXTILE PRODUCTION II**
Prerequisite: Apparel I
Class Availability: 10th – 12th Grade
This course focuses on advanced clothing and housing apparel development. The use of fibers and fabrics is combined with design and

construction techniques to develop and produce clothing or housing apparel product. A real or simulated business apparel enterprise allows students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop portfolio skills in science, mathematics, management, communication, and teamwork are reinforced in this course. Students are responsible throughout the year for purchasing their supplies for projects.

INTERIOR DESIGN I
Class Availability: 9th – 11th 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, and selection of products and materials for residential interiors; client relationship-building and design communication techniques. English/language arts, mathematics, science, art, and technology are reinforced. Appropriate work-based learning strategies include business & industry field trip, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Family Career Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

***INTERIOR DESIGN II**
Prerequisite: Interior Design I
Class Availability: 10th – 12th Grade
This course focuses on understanding the world of work in the interior design industry. Students will investigate such topics as career development, design fundamentals, and theory, while preparing for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Art and mathematics are reinforced.

INTERIOR DIGITAL APPLICATIONS HONORS
Prerequisite: Interior Design I
Class Availability: 11th & 12th Grade
This course prepares students for entry-level and technical work opportunities in interior design. Students apply design skills through Autodesk Revit software to meet clients' needs using components found in residential and commercial spaces. Art and mathematics are reinforced.

FAMILY AND CONSUMER SCIENCES ADVANCED STUDIES
Must designate Foods, Apparel and Textile Production or Interior Design
Prerequisite: Two technical credits in Family and Consumer Sciences, (Apparel I and II, Foods I and II, or Interior Design I and II)
Class Availability: 12th Grade
This culminating course is for seniors who are career-focused in apparel design, community and family services, culinary arts and hospitality, food science, dietetics and nutrition, or interior design. The three parts of the course include a research paper, a product, and a presentation. Students demonstrate their abilities to write, speak, solve problems, and use life skills such as time management and organization. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel.

TRADES AND INDUSTRY

IT FUNDAMENTALS
Class Availability: 9th – 11th Grade
This course is designed for students to develop knowledge and skills required to identify and explain the basics of computing, IT infrastructure, application and software, software development, database fundamentals, and security. The course is also designed for students to develop the ability to demonstrate knowledge and skills to install software, establish basic network connectivity, identify or prevent basic security risks, explain troubleshooting theory, and provide preventative maintenance for devices.

COMPUTER ENGINEERING TECH I
Prerequisite: IT Fundamentals
Class Availability: 9th – 11th Grade
This course includes the skills required for installing and maintaining hardware. It includes objectives in the following five domains: PC Hardware; Networking; Laptops; Printers; and Operational Procedures.

*COMPUTER ENGINEERING TECH II HONORS +
Prerequisite: CET I
Class Availability: 10th – 12th Grade
This course includes operating systems and troubleshooting, as well as the following domains: Operating Systems; Security; Mobile Devices; and Troubleshooting. This is a hands-on and lecture course.

CTE Advanced Studies CET
Prerequisite: Must have completed CETI and CETII; Teacher recommendation
Class Availability: 12th Grade only

DRAFTING I
Class Availability: 9th – 11th Grade
This course introduces students to simple and complex graphic tools used to understand ideas and concepts found in the area of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, sketching, geometry, computer aided drafting (CAD), orthographic projection, and 3-D modeling. Students will draw technical/mechanical parts with pencil and paper, progressing on to AutoCAD and Inventor (drafting software). Students will also become familiar with product-design strategies and build models.

***DRAFTING ARCHITECTURE II HONORS**
Prerequisite: Drafting I
Class Availability: 10th - 12th Grade
This course focuses on the principles, concepts and tools used in the field of architecture, structural systems and construction trades. Emphasis is placed on the use of CAD tools in the creation of floor plans, wall sections, elevation drawings, electrical plans and 3-D modeling. AutoCad and Revit software will be used.

DRAFTING ARCHITECTURE III HONORS
Prerequisite: Drafting Architecture II
Class Availability: 11th & 12th Grade
This course introduces students to advanced architectural design concepts. Emphasis is placed on the use of CAD tools in the design and execution of site and foundation plans as well as topographical information and detail drawings of stairs and kitchens. The history of architectural styles will also be explored. The majority of class time will be spent working on school/community projects.

***DRAFTING ENGINEERING II HONORS**
Prerequisite: Drafting I
Class Availability: 10th – 12th Grade
This course focuses on engineering graphics introducing the student to symbol libraries, industry standards and sectioning techniques. AutoCAD and Inventor (computer aided drafting software) will be used to create 3D models, sectional views and auxiliary views. Other topics include manufacturing processes, pattern development and dimensioning and tolerancing. Engineering careers will also be explored.

CONSTRUCTION CORE
Class Availability: 9th &10th Grade
This course is a prerequisite for Masonry I.
This course provides students a hands-on introduction to the construction industry. The course content includes: basic safety, introduction to construction math, hand tools, power tools, blueprints, material handling, basic communication skills, basic employability skills, and "Your Role in the Green Environment." Students will be challenged to learn in a hands-on environment. Assessment is often performance/project based.

MASONRY I HONORS
Prerequisite: Construction Core
Class Availability: 9th – 11th Grade
This course is designed to give practical hands on experience in basic masonry skills. Students will learn safety, use of hand and power tools, blueprint reading, and provide a solid foundation for a career in the construction industry.

***MASONRY II**
Prerequisite: Masonry I
Class Availability: 10th – 12th Grade
Masonry II students will continue to build on their skills as a mason, learning job layout, estimating, leadership, and advanced laying techniques. A majority of the class will be spent on jobsites around the community and school. Students will also have an opportunity to become certified in the OSHA 10-hour construction industry course.

CTE Advanced Studies Masonry
Prerequisite: Core, Masonry I, Masonry II, Teacher Recommendation
Class Availability: 12th Grade only

WELDING TECH I
Class Availability: 9th - 11th Grade
This is an introductory course in industrial and construction welding, including the nature of and opportunities in the welding industry.

***WELDING TECH II**
Prerequisite: Welding I
Class Availability: 10th – 12th Grade
This course will have specific instruction given in metal fabrication and welding, oxygen acetylene welding, arc welding, and welding inspections and testing.

WELDING TECH III
Prerequisite: Welding II
Class Availability: 11th & 12th Grade
This course stresses practical application of advanced welding, cutting, inspection, testing, blueprint reading, and fabrication techniques. Topics include measuring and layout tools, blueprints, SMAW, GMAW, FCAW, GTAW, and weld inspection and testing. Skills in leadership, safety, thinking, and planning are reinforced in this course.

ROTC

AIR FORCE JUNIOR ROTC
AFJROTC students are referred to as "cadets" and must wear the Air Force JROTC uniform on one school day per week, according to Air Force standards. Students and their parents/guardians must agree and sign a contract stating willingness to comply with Air Force grooming standards and wearing of the uniform, along with a hand receipt agreeing to replace the uniform items if lost or damaged through abuse or neglect.
Honors Credit Available. Honors credit focuses on developing leadership skills beyond the standard JROTC curriculum. Honors credit culminates in a project designed for students to demonstrate essential skills of planning, organizing and executing a major leadership project. Skills in analysis, logic, and creativity will also be showcased through successful completion of this project. JROTC Honors is primarily targeted for senior cadets

enrolled in JROTC IV. However, other academically successful cadets enrolled in JROTC III may be enrolled in JROTC Honors. Instructor approval is required for enrollment in the honors program.

ROTC I
ROTC I is a prerequisite for all following Air Force Junior ROTC courses. All cadets must successfully pass this course and be recommended by the Senior Aerospace Science Instructor to take additional courses in AFJROTC. Prior to the beginning of curriculum academics, all students will receive a review on time management, academic study skills and personal motivation. ROTC I is comprised of two major parts: Aerospace Science (AS) and Leadership Education (LE). The AS portion will cover one of the following: (1) aviation history from 2000 BC-present day, including current uses and applications of airpower; (2) the science of flight, including the aerospace environment and human requirements of flight, as well as basic aerodynamics and navigation; (3) astronomy and exploration of space; or (4) aerospace policy and organization, survival fundamentals, or global and cultural studies. The LE portion will begin with the history of AFJROTC and progress through Air Force customs and courtesies, traditions, drill and ceremonies, military rank structure, personal ethics, attitudes and values, US flag customs and courtesies, and selected topics on U.S. citizenship. Other LE topics may include the following: (1) communication skills, individual behavior and group problem-solving; (2) life skills, including how to begin post-high school job searches; college preparation, scholarship resources, and financial planning; a survey of fundamental practical legal and citizenship knowledge required after high school including contracts, wills, leases, warranties, voting and jury duty; or (3) principles of management. Sequencing of AS and LE academies may be modified within established AFJROTC curriculum guidelines to accommodate ROTC I - ROTC IV class scheduling constraints. Tuesday classes will be devoted to health and wellness to include physical fitness training (PT). Wednesday classes will typically be devoted to uniform inspection, drill & ceremonies.

ROTC II
Prerequisite: Completion of ROTC I
ROTC II is comprised of two major parts: Aerospace Science (AS) and Leadership Education (LE). See the course description for ROTC I for a complete description of AS and LE components. Sequencing of AS and LE academics may be modified within established AFJROTC curriculum policy guidelines to accommodate ROTC I through ROTC IV class scheduling constraints. Tuesday classes will be devoted to health and wellness to include physical fitness training (PT). Wednesday classes will typically be devoted to uniform inspection, drill and ceremonies. ROTC I, II, III, and IV cadets typically spend much time together in the same classroom in order to provide upper-class cadets with the opportunity to develop their leadership and mentoring skills by leading younger and/or inexperienced cadets.

ROTC III
Prerequisite: Completion of ROTC I & II
ROTC III is comprised of two major parts: Aerospace Science (AS) and Leadership Education (LE). See the course description for ROTC I for a complete description of AS and LE components. Sequencing of AS and LE academics may be modified within established AFJROTC curriculum policy guidelines to accommodate ROTC I through ROTC IV class scheduling constraints. Tuesday classes will be devoted to health and wellness to include physical fitness training (PT). Wednesday classes will typically be devoted to uniform inspection, drill and ceremonies. ROTC I, II, III, and IV cadets typically spend much time together in the same classroom in order to provide upper-class cadets with the opportunity to develop their leadership and mentoring skills by leading younger and/or inexperienced cadets.

ROTC IV
Prerequisite: Completion of ROTC I, II, & III
ROTC IV represents the capstone course in the AFJROTC curriculum. ROTC IV is comprised of two major parts: Aerospace Science (AS) and Leadership Education (LE). See the course description for ROTC I for a complete description of AS and LE components. Sequencing of AS and LE academics may be modified within established AFJROTC curriculum policy guidelines to accommodate ROTC I through ROTC IV class scheduling constraints. ROTC IV may also include Corps Management: hands-on cadet corps leadership and management (Cadet Corps staff only). Cadets serving on cadet corps staff will utilize the leadership skills they have mastered through previous AFJROTC courses to lead, manage, and operate the cadet corps and conduct training of under-class cadets. Tuesday classes will be devoted to health and wellness to include physical fitness training (PT). Wednesday classes will typically be devoted to uniform inspection, drill and ceremonies. ROTC I, II, III, and IV cadets typically spend much time together in the same classroom in order to provide upper-class cadets with the opportunity to develop their leadership and mentoring skills by leading younger and/or inexperienced cadets.

MISCELLANEOUS

LIBRARY SCIENCE
Class Availability: 12th Grade
Library Science is a unique service learning experience where students will be working to meet the instructional needs of teachers and other students, as well as learning about the functions and organization of the library. As student library assistants, students learn to help others; work at the circulation desk; use the online catalog, Internet, and online databases; troubleshoot technology; shelve books; write book reviews; and numerous other tasks involved in helping the school library run efficiently. Library Science is a work experience class which allows you to practice skills employers look for; responsibility, dependability, initiative, and attention to detail are stressed in this course, as well as communication and organization skills.

ENRICHMENT ELECTIVES

PEER HELPING
Class Availability: 11th & 12th Grade
Prerequisites: Permission of an Administrator through application and selection process
Students in this course will be assigned as an aide to Special Education classrooms. Peer helpers must be reliable, independent, and able to work well with handicapped peers. This class earns a student one pass/fail elective credit.

STRATEGIES
This course 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.

Haywood Community College Courses
"Career and College Promise"

Students in 11th and 12th grades are invited to take certain classes through Haywood Community College.

- **All courses do require a Career and College Promise application packet to be completed. This includes:**
  - 2.8 unweighted GPA or higher OR demonstrate college readiness in English, reading and math OR Principal approval (for CTE programs only)
- 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 9th and 10th grades are invited to take certain online 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 HCC'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)**

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. **(3rd 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.

+ See Honors and AP Course Placement Criteria Chart, page 4

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.
Metals I & II are available only on HCC's campus at the Regional High Technology Center. These students are responsible for their behavior off-campus, and they must have their own transportation**. (1st & 2nd period)**
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 (HCC)
TRN-110 Introduction to Transport Technology (2 HCC Credit Hours)
This course covers workplace safety, hazardous materials, environmental regulations, hand tools, service information, basic concepts, vehicle systems, and common transportation industry terminology. Topics include familiarization with major vehicle systems, proper use of various hand and power tools, material safety data sheets, and personal protective equipment. Upon completion, students should be able to demonstrate appropriate safety procedures, identify and use basic shop tools, and describe government regulations regarding transportation repair facilities.

TRN-120 Basic Transportation Electricity (5 HCC Credit Hours)
This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.

AUTOMOTIVE TECHNOLOGY II (HCC)
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.

Metals
Taught at HCC
Students must provide their own transportation

MAC 111- Machining Technology 1
This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout, drilling, sawing, turning, and milling.

MAC 112- Machining Technology II
This course provides additional instruction and practice in the use of precision measuring tools, lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completion, students should be able to perform basic procedures on precision grinders and advanced operations of measuring, layout, drilling, sawing, turning, and milling.

HCC: College Transfer Opportunities:

<table>
<tr><th>Test</th><th>PSAT 10 and PSAT/NMSQT (2015 and Future)</th><th>SAT (March 2016 and Future)</th><th>Pre-ACT and ACT</th><th>NC DAP (NCCCS Cut Score)</th><th>RISE Placement Test</th></tr>
<tr><td>English</td><td>26 or a composite score of 460 for Evidenced-Based Reading and Writing</td><td rowspan="2">480 composite score for Evidenced-Based Reading and Writing</td><td>18</td><td rowspan="2">Composite score of 151 or higher</td><td rowspan="2">75 or higher on Tier 1 <u>and</u> Tier 2 (See RISE placement Guide)</td></tr>
<tr><td>Reading</td><td>26 or a composite score of 460 for Evidenced-Based Reading and Writing</td><td>22</td></tr>
<tr><td>Mathematics</td><td>24.5 or 510</td><td>530</td><td>22</td><td>7 on each assessment for DMA 010 thru 060</td><td>75 or higher on Tier 1 <u>and</u> Tier 2 <u>and</u> Tier 3 (See RISE placement Guide)</td></tr>
</table>

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) **<u>and/or</u>** 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.

E-Learning (Online) Opportunities in North Carolina

North Carolina Virtual Public High School (NCVPS)

Courses Subject to Change

Website: http://www.ncvps.org. All course descriptions, prerequisites, and recommendations are listed at NCVPS website.

Definition: Provides high school courses to public school students who want to complete courses to meet the requirements of a high school diploma and to enhance their transcripts for college applications.

Course Instructors: Instructors are employees of NCVPS and do not work at THS. These instructors have either a North Carolina teaching license or master's degree in their subject area (exception: foreign language teachers may hold a baccalaureate degree). Students will take these courses during the school day in the THS Online Lab.

Course Availability: NCVPS courses are available for 10th Grade with a **3.5 GPA** and 11th-12th Grade students with a **3.0 GPA.**

NCVPS COURSES AVAILABLE FOR CREDIT AT THS		Prerequisites
AP Level Courses – *These are year-long for one credit. Students are expected to commit 90 minutes per day in class and 30 minutes at home per class.* ***1 credit***	**Computer Science**	*None*
	Government and Politics	*Civics and Economics*
	Human Geography	*Completion of an honors or AP level social studies or English*
	Psychology	*None*
	World History	*Success in advanced or honors level work*
	European History	*Successful completion of honors or AP level World History*
	Art History	*None*
	Physics 1	*Successful completion of mathematics courses*
Honors Level Courses – *Semester courses.* ***1 credit***	**Anatomy & Physiology**	*Biology or Honors Biology (recommend 1st time Level 3 or 4 on Biology EOC)*
	Psychology	*None*
	Honors Forensics	*Biology and one physical science (chemistry, physical science or physics may be taken concurrently)*
Standard Level – *Semester courses.* ***1 credit***	**Success 101**	*None*
	Leadership Development	*None*
	Psychology	*None*
	Journalism	*None*
	Latin 1	*None*
	Latin 2	*Latin 1*

+ See Honors and AP Course Placement Criteria Chart, page 4