

Camden County High School



Curriculum Guide

2017-2018

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Information in This Guide is Subject to Change

The information provided is current at the time of printing, but it is recommended that you work closely with your school counselor to be aware of any last-minute changes based on action of the State Board of Education or the NC General Assembly.

Graduation Requirements

Exit Standards

Effective with the class entering ninth grade for the first time in the 2006-2007 school year, students, except those following the occupational course of study, shall meet the following exit standards along with obtaining the required courses and credits:

1. Successfully complete a graduation project
2. Score at or above proficiency on the end-of-course assessment for English II, Biology, and Math I.
3. Any other local requirements.

Graduation Project

The graduation project components will be developed, monitored, and scored locally using state adopted rubrics. Requirements of the project will include:

- a research paper
- a product related to the paper that required significant hours of work
- a portfolio that reflects the graduation project process
- a presentation to a panel of community and faculty members

Courses Required for Graduation Future-Ready Core

English	4 Credits I, II, III, and IV
Mathematics	4 Credits Math I, Math II, Math III, 4 th Math Course to be aligned with the student's post high school plans.
Science	3 Credits Earth/Environmental Science, Biology, A physical science (Physical Science, Chemistry, or Physics)
Social Studies	4 Credits World History, Civics and Economics, American History I, and American History II
Second Language	Not required for graduation, but 2 courses are needed to meet the minimum requirements for UNC System Schools
Health/PE	1 Credit Health and Physical Education
Electives or Other Requirements	6 Credits 2 Elective credits from any combination from either: Career and Technical Education, Arts Education, Second Languages A four course concentration from any of the following is strongly recommended: Career and Technical Education, Arts Education, or any other subject area
Career and Technical	1 Credit (Required Locally)
Total Credits	<u>24 Credits and Completion of a Graduation Project</u>

Camden County High School Honors Program

Freshmen entering high school in the fall of 2017 and later will have the opportunity to enroll in the Camden County High School Honors Program. The program is academically rigorous and is designed to ensure that Honor Graduates are increasingly competitive in the college application process. Graduates of the program will receive the Honors recognition at graduation and will receive an Honors Seal on their diplomas. Students entering high school in the fall of 2017 or later must be enrolled in the CCHS Honors Program to be eligible to serve as a Junior Honor Marshal or to be named valedictorian or salutation.

Honors Program Requirements

English (4 courses)

- _____ Honors English I
- _____ Honors English II
- _____ Honors English III
- _____ AP English Language (Substitute for H. English III)
- _____ Honors English IV
- _____ AP English Literature (Substitute for H. English IV)

Social Studies (4 courses)

- _____ Honors World History
- _____ Honors Civics and Economics
- _____ Honors American History I
- _____ Honors American History II
- _____ AP U.S. History (Substitute for H. American History II)

Math (4 courses)

- _____ Math I
- _____ Honors Math II
- _____ Honors Math III
- _____ Advanced Functions
- _____ Pre-Calculus
- _____ Honors Calculus
- _____ AP Calculus

Science (3 courses)

- _____ Honors Earth Science
- _____ Honors Biology (Required for all students)
- _____ Honors Chemistry
- _____ Honors Physics
- _____ AP Biology
- _____ AP Chemistry
- _____ AP Environmental Science (Substitute for H. Earth Science)

World Language

- _____ Level I
- _____ Level II

Notes

- Students must take at least five courses at the college level, three of which must be AP courses.
- A four year sequence in a world language is recommend, but not required.
- Students must maintain a 3.65 weighted GPA to remain in the Honors Program.
- Permission from a parent/guardian is required for a student to withdraw from the Honors Program.

Online High School Courses

Online high school courses may be delivered through the North Carolina Virtual Public School (NCVPS) or the North Carolina School of Science and Math (NCSSM). More information about these online opportunities is available at www.ncvps.org or www.ncssm.edu. While having a computer or Internet access at home is a plus, it is not a requirement for participation in an online course offered through the NCVPS or NCSSM.

University of NC System Schools

To enroll in any of the 16 universities listed below which make up the University of NC system, undergraduate students must meet the minimum requirements outlined as the Future Ready Core Course of Study.

Appalachian State	NC School of the Arts	UNC–Greensboro
East Carolina	NC State	UNC-Pembroke
Elizabeth City State	UNC-Ashville	UNC-Wilmington
Fayetteville State	UNC-Chapel Hill	Western Carolina
NC A & T	UNC-Charlotte	Winston-Salem
NC Central		

Getting an Early Start on Post-Graduation Education

Mid-year Graduation

A mid-year graduate must establish his/her intentions before the end of the third grading period of his/her junior year. An early graduate will be allowed to participate in the June graduation and the diploma will be awarded at that time. Early graduates are not eligible for second semester sports and may only attend prom as a guest of an enrolled student. Students who choose to be mid-year graduates are not eligible to be Valedictorian or Salutatorian.

Accelerated Graduation

An accelerated graduate must establish his intentions before the end of the third grading period of his/her sophomore year. An accelerated graduate will be designated as a senior for his last year of school. Students who choose to be accelerated graduates are not eligible to be Valedictorian or Salutatorian.

College Credit

Articulation of Credit

Articulation provides students the opportunity to receive selected community college credit for certain courses taken in high school. The goal is for students to make a seamless transition of identified courses from secondary to postsecondary education.

College and Career Promise

College of the Albemarle, in collaboration with Camden County Schools, is offering qualifying students the opportunity to take college courses. These courses earn students both a high school elective credit and community college credit. To register for these courses, students should contact their high school Counselor. Student fees may also apply to these courses.

COA Entrance Requirements

- Must be a junior or senior
- Must have a 3.0 Weighted GPA
- Secure the approval of high school principal
- Earn a satisfactory score on the ASSET test (This test will be waived if you have an SAT score of 500 on reading, math, and writing or meet the recommended benchmarks on the ACT.)

The **ASSET Placement Test** will be given on the high school campus in the spring. If the test is not taken at this time, it is the students' responsibility to take the test on their own time at the Campus of COA. Students that do not take the placement test prior to a deadline provided by their counselor will jeopardize their opportunity of taking college level courses at the community college.

Important Information about Earning College Credit While Still in High School

- Students may be required to pay fees for each course taken
- Students will be expected to purchase textbooks for dual enrollment classes.
- Three hours of college credit equals one high school credit.
- COA reserves the right to cancel classes due to insufficient enrollment or other extenuating circumstances.

Drop Policy

- Students who enroll in a community college course and drop that class within the first five days of the Camden County Schools' calendar will be placed in a course at their high school.
- Students who drop a course after the five-day limit will receive a **Withdrawing Failing grade of 59** on their high school transcript and will be placed in a study hall at their high school.

Earn Free College Credit in Career and Technical Classes

Articulation provides students the opportunity to receive selected community college credit for certain courses taken in high school.

The goal is for students to make a seamless transition of identified courses from secondary to postsecondary education. The following criteria shall be used to award college credit for identified high school Career and Technical Education courses:

1. Grade of B or in higher in the course.
2. A raw score of 93 or high on the standardized Career and Technical post-assessment.
3. To receive articulated credit, students must enroll at the community college within two years of their high school graduation date.

Upon acceptance to college, the student may be required to submit a portfolio to the department head for review and consideration for Articulated Credit.

Students must also have a satisfactory community college placement test score to receive articulated credit.

The following high school courses are available for articulation credit: Health Science I, Health Science II, Principles of Business/Personal Finance, Small Business Entrepreneurship, Construction I, Construction II, Horticulture I, Horticulture II.

Academic Opportunities and Student Organizations

North Carolina Academic Scholars Program

Students must:

- Begin planning for the program before entering ninth grade to ensure they obtain the most flexibility in their courses.
- Complete all the requirements of this North Carolina Academic Scholars Program.
- Have an overall four-year un-weighted grade point average of 3.50
- Complete all requirements for a North Carolina high school diploma.

2003-2004		2009-2010 Future Core Course of Study		Changes
Credits	The following designated number of credits per subject area listed below must be taken in grades 9-12.	Credits		Omits 9-12 Requirement (HSP-M-001)
4	English I, II, III, IV	4	English I, II, III, IV	None
4	Mathematics (Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as prerequisite)	4	Mathematics (should include Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as prerequisite)	Aligned to the Future-Ready Core requirements. The fourth math credit will be required to be a higher level math that meets MAR (Minimum Admission Requirements) for UNC system.
3	Science (a Physics or Chemistry course, Biology, and an Earth/Environmental Science course)	3	Science (Physics or Chemistry course, Biology, and an Earth/Environmental Science course)	None
3	Social Studies (World History, Civics/Economics, and U.S. History)	3	Social Studies (World History, Civics/Economics, and U.S. History)	None
1	Healthful Living	1	Health and Physical Education	None
2	Languages other than English (two credits of the same language)	6	Two (2) elective credits in a second language required for the UNC System Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area	Aligned to the Future-Ready Core requirements focus on concentration and including the UNC system requirement of two second language credits. Reduces elective requirements by three
1	Career and Technical Education			
1	Arts Education (Dance, Music, Theatre Arts or Visual Arts)			
5	Elective credits to include at least two second-level or advanced courses (examples of electives include JROTC and other courses that are of interest to the student)			
3		Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as: -AP -IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses	Includes 3 additional credits in more rigorous courses but allows LEAs the flexibility of accessing those courses	
		OR		
		2	Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as: -AP -IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses And Completion of The North Carolina Graduation Project	Includes 2 additional credits in more rigorous courses but allows LEAs the flexibility of accessing those courses. Includes The North Carolina Graduation Project.
24		24 or 23 + NCGP		Same number of credits required as original policy but obtainment of credits is more rigorous

Advanced Placement Program

Camden County High School offers several Advanced Placement courses. The Advanced Placement (AP) Program is a cooperative venture between high schools and colleges/universities that provides opportunities for high school students to take college level work during high school. AP courses provide **two** distinct advantages to students:

1. A student whose transcript shows AP courses may receive higher consideration for admission from colleges and universities.
2. A student scoring three or high on the AP examination may be given college or university credit and/or placement, thus enabling him/her to save tuition and, perhaps, graduate early from college.

Standards vary; therefore, students should consult college catalogs to determine the test grade required to receive credit at particular institutions. Students are encouraged to take the most rigorous courses offered in preparation for AP courses. These courses are designed for students who are willing to dedicate significant time outside of class to be successful at a high level. AP courses require significantly more homework, writing, reading, and research than honors or standard level courses. **Students enrolled in AP courses are required to take the AP exam for AP credit in that course.** Students should consult a school counselor for more information. The AP exams are also open to students who are not enrolled in AP courses; however, students will not receive high school credit for the course.

Additional Academic Awards

President's Award for Educational Excellence (Seniors Only)

The minimum criteria for the President's Award for Educational Excellence are listed below. Awards will be made to students at the Academic Awards Ceremony and students will be recognized at graduation who have attained an "A" average or equivalent accumulated during grades 9, 10, 11, and the first semester of grade 12. (The "A" average is defined as equivalent to 3.5 on a 4-point scale) and received a score in the 11th or 12th grade placing them at or above the 85th percentile on any nationally recognized standardized achievement test battery or any nationally standardized college admissions examination such as the SAT Reasoning Test.

National Merit Scholarship Corporation

In addition to serving as a practice test for SAT Reasoning Test, the PSAT/NMSQT is also used as the initial screening tool for the National Merit Scholarship Corporation (NMSC). Junior year PSAT scores are used. NMSC awards more than 10,000 scholarships to students. The types of merit scholarships awarded are:

- National Merit \$2,500 scholarships
- Corporate-sponsored Merit Scholarship awards
- College-sponsored Merit Scholarship awards

All winners of Merit/Achievement Scholarship awards will be chosen based on their abilities, skills and accomplishments. More detailed information about the National Merit Program is in the PSAT/NMSQT Student Bulletin available in the school counseling office. The College Board maintains information on the PSAT/NMSQT at their website. www.collegeboard.com

Valedictorian

The senior who has the highest cumulative weighted GPA from ALL final grades prior to graduation will be named valedictorian. GPA calculations for the title for Valedictorian, Salutatorian, and Junior Marshals will be based on the quality points conversion chart located on page 9 of this Curriculum Guide. The student must also have attended Camden County High School their last four semesters of school. The student must also meet all minimum course requirements and have no violations of the Honor Code. Students entering high school after 2017 must be enrolled in the CCHS Honors Program to be eligible for valedictorian.

Salutatorian

The senior who has the second highest cumulative weighted GPA from ALL final grades prior to graduation will be named salutatorian. GPA calculations for the title for Valedictorian, Salutatorian, and Junior Marshals will be based on the quality points conversion chart located on page 9 of this Curriculum Guide. The student must also have attended Camden County High School their last four semesters of school. The student must also meet all minimum course requirements and have no violations of the Honor Code. Students entering high school after 2017 must be enrolled in the CCHS Honors Program to be eligible for salutatorian.

Junior Honor Marshals

Junior Marshals are the top 10 students from the junior class who have the highest weighted academic averages through the 3rd nine weeks of their junior year. Each student must have at least a weighted GPA of 3.63 to qualify. The 11th grader with the highest weighted GPA will serve as the Chief Marshal. GPA calculations for the title for Valedictorian, Salutatorian, and Junior Marshals will be based on the quality points conversion chart located on page 9 of this Curriculum Guide. The student must also have attended Camden County High School their last four semesters of school. Transfer students who attend Camden County Schools both semesters of their junior year are eligible. Only those students who agree to participate in all Commencement activities will be recognized as marshals. Students entering high school after 2017 must be enrolled in the CCHS Honors Program to be eligible to serve as Honor Marshals.

Honor Graduates

Students entering high school before 2017 must have a cumulative weighted GPA of 3.5 at the end of the third nine-week grading period of their senior year to be named an Honor Graduate. Students entering high school after 2017 must complete the Honors Program requirements to be named an Honor Graduate.

Honor Rolls

The honor roll is calculated at the end of each grading period. Students must make all "A's" to be on the "A" Honor Roll. Students must make all "A's" and "B's" to be on the "A-B" Honor Roll.

Student Activities

National Honor Society

Students must be in the second semester of their junior or senior year and have a minimum cumulative GPA of 4.20 to be considered for National Honor Society membership. In addition, students should have taken at least two honors courses during their 9th and 10th grade years and be enrolled in two honors courses their junior year. Students meeting these requirements must complete a Student Activity Form which details their involvement in high school activities, community and church activities, work experience, leadership positions and honors and awards. Next, students will be evaluated by faculty members in the areas of character, service, and leadership. After the NHS advisor compiles all the data; the National Honor Society Faculty Council will use the NHS constitution's requirements to make the final selections. Students will only be considered for membership one time during their high school career.

Governor's School

The Governor's School of North Carolina is a six-week summer program for academically gifted sophomores and juniors. Sophomores may be nominated for the performing arts. Juniors may be nominated for performing arts or academics. Interested students should see a counselor in the fall for an application.

Grading and Weighting Standards

Report Cards

Report Cards will be issued every nine (9) weeks. Progress reports will be issued to students at the mid-point of each nine (9) weeks. All final exams, including EOC's, NC Final Exams, and CTE Post Assessments, will count 25% of the final grade.

Course Grades

Percentage grades will be shown at report periods.

90 – 100 = A
80 – 90 = B
70 – 80 = C
60 – 70 = D
Below 60 = F

Grade Point Average (GPA)

The GPA is computed at the end of each term. It is an important factor in the college and scholarship process. Both the weighted and the unweighted GPA appear on the student's transcript. The NC Department of Public Instruction sets and regulates the conversion of course grades in quality points.

Conversion Chart

Percentage grades convert to quality points as follows in the chart below:

90-100=4.0	70-79=2.0	0-59=0.0
80-89=3.0	60-69=1.0	

Conversion Chart for the Purposes of Valedictorian, Salutatorian, and Junior Marshals

For the purposes of naming Valedictorian, Salutatorian, and Junior Honor Marshals the following conversion chart will be used. **This chart is for graduation honors only.** A student's final GPA will be based on the 10 point conversion chart above.

96%-100%=4.0	87%=2.88	78%=1.75
95%=3.88	86%=2.75	77%=1.63
94%=3.75	85%=2.63	76%=1.50
93%=3.63	84%=2.50	75%=1.38
92%=3.50	83%=2.38	74%=1.25
91%=3.38	82%=2.25	73%=1.13
90%=3.25	81%=2.13	72%-70%=1.00
89%=3.13	80%=2.0	69 and below=0.0
88%=3.00	79%=1.88	

Quality Points (Students entering high school after the fall of 2015)

All students are awarded quality points upon successful completion of a course for which they receive credit. Courses designated as Honors courses will receive $\frac{1}{2}$ point to the passing grade. Courses that are designated as Advanced Placement or College courses may add the equivalent of one quality point to the passing grade.

Quality Points (Students entering high school before the fall of 2015)

All students are awarded quality points upon successful completion of a course for which they receive credit. Courses designated as Honors or college-level add the equivalent of one quality point to the passing grade. Courses that are designated as AP may add the equivalent of two quality points to the passing grade.

Class Rank

Class rank is figured using a student's weighted GPA. Students are ranked at the end of each semester. All students are included in the rankings.

Cumulative GPA's

A cumulative GPA includes all semesters' credits and grades a student earns. Only credits and grades earned in grades nine through twelve are included in the cumulative GPA.

Testing

CTE Post Assessments

The Career and Technical Program of Studies mandates testing in all classes. Students are required to take the CTE Post Assessment test which is administered as a final exam and counts 25% of the student's final grade.

North Carolina Final Exams

N.C. Final Exams (formerly known as Measures of Student Learning or MSL's) are exams that will replace teacher-made final exams in selected subjects. These tests are required by the state and count 25% of the student's final grade for the course.

End-of-Course Tests (EOC)

End-of-Course Tests are required by the state and test count 25% of the student's final grade in the course. Students must take the EOC in order to receive credit for the course. End-of-Course tests are given in Math I, English II, and Biology at the end of the semester to assess the student's understanding of the Standard Course of Study.

SAT: Scholastic Aptitude Test

The College Board administers the Scholastic Aptitude Test several times a year. It is required by most colleges as a part of the admissions process. The test is divided into three sections: verbal, math, and writing. The highest score a student can attain is 2400 or 800 for each of the three sections. It is recommended that a student begin taking the

test in the spring of their junior year and again in the fall of their senior year. The College Board also offers SAT Subject Tests which are hour long multiple-choice tests that measure skills and knowledge of a particular subject.

CFNC.org now offers comprehensive FREE test prep courses for the SAT, ACT, and GRE. CFNC Test Prep features easy-to-use tutorials and interactive practice sessions.

ACT: American College Test Assessment

The ACT Assessment is a college admissions test, which measures Skills in English, mathematics, reading and science reasoning with an optional writing component. The ACT is given each spring to juniors and is used to as a part of our school accountability model. Check the catalog of your college choice for complete information about any admissions requirements. For more information about the ACT, consult your counselor or the ACT website.

www.actstudent.org

PSAT: Preliminary Scholastic Aptitude Test

The PSAT is administered by request only. This test gives the students an opportunity to experience SAT-type testing and also identifies students who are eligible for the National Merit Scholarship Program.

Pre ACT

The Pre ACT is administered to all Sophomores and is closely aligned to the college-readiness standards of the ACT. The Pre ACT provides students an early indication of how their educational progress relates to their post-high school educational and career plans.

WorkKeys

The WorkKeys test is given to all Seniors who have completed a four course concentration in Career and Technical Education. The assessment helps employers select, train, develop and retain a high-performance workforce.

ASVAB: Armed Services Vocational Aptitude Battery

This is an aptitude test combined with a career interest inventory and is available to juniors and seniors at some high schools. This is not a state required test, and in no way commits a student to military service. Students should consult their counselors or Career Development Coordinator if they are interested.

College Foundation of North Carolina

CFNC is an important resource available to all high school students and their parents. This is a cooperative partnership between College Foundation, Inc., the North Carolina State Education Assistance Authority, and Pathways of North Carolina. It offers both information (each student can develop his/her own portfolio on the website and apply to NC colleges and universities) and hotline support (866-866-CFNC). All North Carolina students, parents, and educators can utilize CFNC.org. The program's goal is to increase the number of students attending two-year and four-year colleges and universities in North Carolina. Information on colleges, career and financial aid can be found at www.CFNC.org. All high school students and their parents are encouraged to explore this great source. All juniors are encouraged to complete the online application if he or she is interested in attending a North Carolina college or university.

Registration Information

Course Overload

There will be times when student interest in a class exceeds the space available in the class. When this occurs, the following steps will be taken to reduce the class size:

1. Students who need a course to meet the requirements of their Pathway/Course of Study will have priority over students request to take the course as an elective.
2. Students in lower grades will be removed first because they will have opportunities to take the class later. The exception to this will be if this class is first in a series of classes that will take several years to complete.
3. Students will be given the opportunity to choose from other available electives.
4. Students may be selected to be removed from the class based upon their schedule's flexibility to accommodate a change to another class.

Summer Drop/Add

A summer Drop/Add period will be offered to allow students to request changes in their original schedule if a conflict or concern exists. Students needing to Drop/Add must speak with a counselor during the Summer Drop/Add period. **Once school starts, changes in schedules can be made only if a class schedule is incomplete or a counselor determines there is legitimate educational reason to do so.**

Receiving your Schedule

Please review your schedule carefully when you receive it. It is extremely important that it reaches you in a timely manner. For this reason we ask that you notify the school office immediately of any address change or telephone number change that occurs during the summer vacation.

Course Offerings

Each high school course is listed by title and grade level on the following pages. Course prerequisites are identified and required to ensure student success.

Course selections should be made carefully. It is the responsibility of students and parents to make sure the correct courses and the correct number of credits are earned for high school graduation. If unsure, please see a high school counselor for assistance.

Standard

Course content, pace, academic and technical rigor follow standards specified by the North Carolina Standard Course of Study (NCSCS) with occasional content enrichment where appropriate. Standard version courses provide credit toward a high school diploma and may require an end-of-course test.

Honors

Course content, pace, academic and technical rigor surpasses standards as specified by the North Carolina Standard Course of Study. Honors courses are designed for students who have demonstrated an advanced level of interest, learning, and achievement in a given subject area. Honors level work is challenging and puts high expectations and more demands on students. Honors level courses add ½ quality point to a passing grade when computing grade point averages.

Advanced Placement (AP)

The course is equivalent to college level work and is geared to enable students to pass the AP exam for college credit. Students should check college catalogs for more information as institutions have different guidelines for awarding credit. AP courses add one quality point (for students entering HS after 2015) and two quality points (for students entering HS before 2015) to a passing grade when computing grade point averages.

Note: Camden County Schools requires students to take the AP exam.

ENGLISH

ENGLISH I

Grade 9

PREREQUISITE: NONE

The course includes comprehension and interpretation of various literary genres and terms. Proofing and editing skills are taught through creative and expository writing. Grammar and language usage are taught in context.

HONORS ENGLISH I

Grade 9

RECOMMENDATIONS: LEVEL IV OR V ON 8TH GRADE EOG AND A GRADE OF AT LEAST 85 IN 8TH GRADE LANGUAGE ARTS

The course includes comprehension and interpretation of various literary genres and terms. Proofing and editing skills are taught through creative and expository writing. Grammar and language usage are taught in context. Additional summer reading is required for the honors student.

ENGLISH II

Grade 10

PREREQUISITE: ENGLISH I

The course includes comprehension and interpretation of various literary genres and terms using the study of world literature and cultures. Written, oral, analytical, and creative responses to literary selections are required. Grammar is taught through the writing process. Expository writing and vocabulary study are important parts of the course. Students must score at or above proficiency on the NC End of Course test to receive credit for this course.

HONORS ENGLISH II

Grade 10

PREREQUISITE: ENGLISH I

RECOMMENDATION: A GRADE OF AT LEAST 77 IN HONORS ENGLISH I OR A GRADE OF AT LEAST 85 IN ENGLISH I

The course includes comprehension and interpretation of various literary genres and terms using the study of world literature and cultures. Written, oral critical, and creative responses to literary selections are required. Grammar is taught through the writing process. Additional reading, including summer, reading, a research project, and SAT vocabulary studies are required for the honors student. Students must score at or above proficiency on the NC End of Course test to receive credit for this course.

ENGLISH III

Grade 11

PREREQUISITE: ENGLISH II

The course is a survey of United States literature and culture including recognition and understanding of various literary genres and terms. Written, oral, critical and creative responses to literary selections are required. The study of grammar is taught through the writing process. Vocabulary study is an important part of the course.

HONORS ENGLISH III

Grade 11

PREREQUISITE: ENGLISH II

RECOMMENDATION: A GRADE OF AT LEAST 85 IN ENGLISH II OR A GRADE OF AT LEAST 77 IN HONORS ENGLISH II

The course is a survey of United States literature and culture including recognition and understanding of various literary genres and terms. Written, oral, critical and creative responses to literary selections are required. The study of grammar is taught through the writing process. Additional reading, including summer reading, a research project, and SAT vocabulary studies are required for the honors student.

ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE AND COMPOSITION

Grade 11

PREREQUISITE: HONORS ENGLISH II

RECOMMENDATION: A GRADE OF AT LEAST 85 IN HONORS ENGLISH II AND ONE OF THE FOLLOWING:

1. PSAT CRITICAL READING SCORE OF 43
2. SAT CRITICAL READING SCORE OF 430

This course is taught at the college level and requires college-level commitment by the student. AP Language and Composition teaches students to identify, analyze, and utilize the power of rhetoric to persuade an audience. Students will explore chronological themes in American literature. Students will learn to analyze audience, purpose, and rhetorical strategies used by a wide variety of authors, and will learn to employ those strategies into their own writing. Students are required to complete summer reading, to pay a fee, and to take the Advanced Placement exam in May to receive high school credit for this course.

ENGLISH IV

Grade 12

PREREQUISITE: ENGLISH III

The course is a survey of British literature and culture along with recognition and understanding of various literary genres and terms. Written, oral, critical and creative responses to literary selections are required. The writing process is taught with an emphasis on clarity, effectiveness, and variety. Vocabulary study is an important part of the course. A research project is required.

HONORS ENGLISH IV

Grade 12

PREREQUISITE: ENGLISH III

RECOMMENDATION: A PSAT CRITICAL READING SCORE OF AT LEAST 43 OR A SAT CRITICAL READING SCORE OF 430 AND ONE OF THE FOLLOWING:

1. A GRADE OF AT LEAST 77 IN HONORS ENGLISH III
2. A GRADE OF AT LEAST 85 IN ENGLISH III

The course is a survey of British literature and culture along with recognition and understanding of various literary genres and terms. Written, oral, critical and creative responses to literary selections are required. The writing process is taught with an emphasis on clarity, effectiveness, and variety. Additional reading, including summer reading, a research project, and SAT vocabulary studies are required for the honors student.

ADVANCED PLACEMENT (AP) ENGLISH LITERATURE AND COMPOSITION

Grade 12

PREREQUISITE: HONORS ENGLISH III or AP ENGLISH LANGUAGE

RECOMMENDATION: A GRADE OF AT LEAST 85 IN HONORS ENGLISH III AND ONE OF THE FOLLOWING:

3. PSAT CRITICAL READING SCORE OF 43
4. SAT CRITICAL READING SCORE OF 430

This course is taught at the college level and requires college-level commitment by the student. AP Literature and Composition students develop skills for the understanding, analysis, and appreciation of complex literary works. Structure, theme, and style in literature, sophisticated literary vocabulary, and advanced writing skills are the core elements of the course. Students are required to complete summer reading, to pay a fee, and to take the Advanced Placement exam in May to receive high school credit (English IV) for this course.

YEARBOOK

Grade 11, 12

PREREQUISITE: NONE

This course pertains to all aspects of the publishing field, from basic organization skills to marketing. Highly-developed computer skills are required. Students will be expected to use photography with both SLR cameras and digital. Design and writing skills will be developed as they work on the text pages. Students must have self-discipline, self-motivation, and the sincere desire to develop both computer skills and people skills. Requires some after school hours.

WORLD LANGUAGES

SPANISH I

Grades 9, 10, 11, 12

PREREQUISITE: NONE

Spanish I offers students an opportunity to study the Spanish language and its culture(s). Students will develop, in Spanish, the four skills of listening, speaking, reading, and writing within a given context. In addition, the study of grammar is integrated throughout the course. Students have an opportunity to study Spanish culture(s) through its products (e.g., literature, laws, food, games), perspectives (e.g., attitudes, values, beliefs), and practices (e.g., patterns of social interaction). Students acquire some insight into how languages and cultures work by comparing the Spanish language and culture(s) to their own.

SPANISH II

Grades 9, 10, 11, 12

PREREQUISITE: SPANISH I

Spanish II offers students an opportunity to continue the development of their listening, speaking, reading, and writing skills. At this level, students are able to satisfy basic survival needs and interact on issues of everyday life inside and outside of the classroom setting. Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on Spanish culture(s).

HONORS SPANISH III

Grades 10, 11, 12

PREREQUISITE: SPANISH II

Spanish Iii offers students additional opportunities to expand their listening, speaking, reading, and writing skills. At this level, students satisfy limited communication and social interaction demands as well as initiate face-to-face communication. Students continue to refine their knowledge and understanding of the Spanish language and its culture(s) by examining the interrelationship of Spanish culture(s) and its influence throughout the world.

HONORS SPANISH IV

Grades 10, 11, 12

PREREQUISITE: SPANISH III

Spanish IV enables students to communicate in writing and in extended conversations on a variety of topics. At this level, students narrate, discuss, and support fairly complex ideas and concepts. Students are able to satisfy routine social demands and meet most social requirements. Finer points of grammar are studied to aid oral and written communication. There is more in-depth study of Spanish culture(s) and its influence throughout the world.

MATHEMATICS

MATH I

Grades 9, 10, 11

PREREQUISITE: NONE

The primary purpose of this course is to provide the student with the basic language of Algebra. This includes addition, subtraction, multiplication, and division of rational and real numbers, solving equations with one and two variables, solving and graphing quadratic equations and inequalities, factoring and multiplying polynomials, and algebraic word problems. Students will take the NC End-of-Course test which counts as 25% of the course grade.

MATH II

Grades 9, 10, 11, 12

PREREQUISITE: MATH I

This course includes the study of relations, measurements, and properties of points, lines, angles, circles, polygons, and solids. Geometric proofs are developed to encourage logical system of thinking. Other concepts include area of plane figures, volume of solid figures, and graphing.

HONORS MATH II

Grades 9, 10

PREREQUISITE: MATH I

RECOMMENDATIONS: FINAL GRADE OF 90 OR ABOVE IN MATH I OR LEVEL IV ON MATH I EOC

This course includes the study of relations, measurements, and properties of points, lines, angles, circles, polygons, and solids. Geometric proofs are developed to encourage logical system of thinking. Other concepts include area of plane figures, volume of solid figures, and graphing. The honors level course will include more in-depth and challenging problems and computer use. Special emphasis will be given to problem solving and logical reasoning. Additional topics will include transformations, constructions and loci, and the history of geometry. An honors project is required.

MATH III

Grades 9, 10, 11, 12

PREREQUISITE: MATH I (MATH II PREFERRED)

This course continues students' study of algebraic concepts including functions, polynomials, rational expressions, complex numbers, systems of equations and inequalities, and matrices. In addition, students will study exponential and logarithmic functions and the practical formulas and applications generated from these topics.

HONRS MATH III

Grades 9, 10, 11, 12

PREREQUISITE: MATH I (HONORS MATH II PREFERRED)

RECOMMENDATIONS: AT LEAST A GRADE OF 90 IN MATH I, LEVEL IV ON MATH I EOC, MATH TEACHER RECOMMENDATION

This course continues students' study of algebraic concepts including functions, polynomials, rational expressions, complex numbers, systems of equations and inequalities, and matrices. In addition, students will study exponential and logarithmic functions. Greater emphasis is placed on problem solving, applications, and enrichment topics. Projects involving research and self-directed study will be required.

ADVANCED FUNCTIONS AND MODELING

Grades 10, 11, 12

PREREQUISITE: MATH II and III

Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Students may use trigonometry, logic and deductive reasoning, define various functions to model problems and describe phenomena as functions graphically, algebraically, and verbally. In addition, students will summarize and analyze univariate data and use probability to solve problems. This course will satisfy the University of NC requirements for an advanced math.

HONORS DISCRETE MATHEMATICS

Grades 10, 11, 12

PREREQUISITE: MATH II and III

This course introduces students to the mathematics of networks, social choice, and decision making. The course extends students' application of matrix arithmetic and probability. Applications and modeling are central to this course of study.

HONORS PRE CALCULUS

Grades 10, 11, 12

PREREQUISITE: MATH III

RECOMMENDATIONS: FINAL GRADE OF B IN HONORS ALGEBRA II AND LEVEL IV ON ALGEBRA II EOC

This course introduces students to the following: an in-depth study of polynomial, rational, and exponential functions; data analysis; the study of logarithms and their uses; basic concepts of trigonometry, limits and series.

ADVANCED PLACEMENT (AP) CALCULUS AB

Grades 10, 11, 12

PREREQUISITE: PRE CALCULUS

This course develops students' understanding of Calculus and provides experience through its methods and applications. Concepts learned in Algebra, Geometry, Pre-Calculus will be continued with Calculus. Course topics include functions, graphs, limits, derivatives, integrals, anti-differentiation, applications of derivatives, and applications of integrals. The course outline is governed by the College Board's Advanced Placement Program. This course is demanding and challenging. Students are required to take the AP Exam for high school credit. Fee may be required for exam.

SCIENCE**EARTH/ENVIRONMENTAL SCIENCE**

Grade 9

PREREQUISITE: NONE

This course focuses on the function of the earth's systems. Areas of emphasis include structure and composition of the earth's surface and subsurface, history of the earth, solar systems, weather, new technologies, and natural resources with a focus on environmental issues affecting North Carolina. This course is required for graduation.

HONORS EARTH/ENVIRONMENTAL SCIENCE

Grade 9

PREREQUISITE: NONE

This course is a survey of geology, meteorology, oceanography, astronomy, and the interaction of natural resources and the environment. It is designed to satisfy the earth/environmental science requirement for students who desire a more challenging, and in-depth course than the general course affords. The course correlates with but is not limited to the North Carolina standard course of study. Honors earth/environmental science examines material in greater depth than the general course and includes more challenging projects and writing assignments, including a research paper each grading period.

BIOLOGY

Grades 10, 11

PREREQUISITE: NONE

Biology is the study of life. Topics include cells, genetics, evolution, plants, animals, human biology, and ecology. The course includes lectures, hand-on activities, problem solving skills, and laboratory exercises. This course is required for graduation. Students will take the NC End-of-Course test which counts 25% of the course grade.

HONORS BIOLOGY

Grades 9, 10

PREREQUISITE: NONE

This course is designed for the college-bound student who desires a more challenging, in-depth study of biology. Major emphasis is placed on higher-level skills such as critical thinking and understanding scientific processes. Various methods of learning will be included such as laboratory investigations, lectures, discussions, and independent projects. Topics covered include cells, genetics, evolution, plants, animals, human biology, and ecology. Students will take the NC End-of-Course test which counts 25% of the course grade.

PHYSICAL SCIENCE

Grades 9, 10, 11, 12

PREREQUISITE: MATH I

This course is a general survey of chemistry and physics. It is recommended for all students because it lays the foundation for further science courses. It emphasizes vocabulary, math skills, scientific method, facts, and concepts about matter, atomic theory, motion, heat, sound, light, electricity, magnetism, and nuclear energy.

HONORS CHEMISTRY

Grades 10, 11

PREREQUISITE: NONE

RECOMMENDATION: MATH III

This course deals with chemical in matter. It includes topics such as elements, compounds, atomic structure, bonds, formulas, equations, stoichiometry, acid-base theories, solutions, states of matter, and organic chemistry. Laboratory work is used to complement the lectures and demonstrations. This honors course will have a great emphasis on mathematical calculation. Seminar and technology components will be incorporated into this class along with a required research project.

HONORS PHYSICS

Grades 11, 12

PREREQUISITE: MATH III

Physics deals with matter and energy and their interactions. Topics studied include energy, work, motion, vectors, gravity, momentum, states of matter, heat, light, sound, and electricity. Laboratory work is used to complement the lectures and demonstrations.

FORENSICS

Grades 11, 12

PREREQUISITE: BIOLOGY

This course will include biology and it applies to the science of forensics. It is for student interested in a more detailed explanation of the structures and functions of the body in relationship to investigative procedures. Laboratory application is used to complement the lectures, discussions, and demonstrations.

ADVANCED PLACEMENT (AP) BIOLOGY

Grades 11, 12

PREREQUISITE: HONORS BIOLOGY

RECOMMENDED: WEIGHTED GPA OF 3.63, PSAT CRITICAL READING AND MATH SCORE OF 91, GRADE OF 85 OR ABOVE IN HONORS BIOLOGY

This course builds upon the concepts begun in Honors Biology. Students will study these topics in detail: molecules and cells, heredity and evolution, and organisms and populations. Students are required to take the AP exam to receive high school credit. Fee may be required for exam.

SOCIAL STUDIES

WORLD HISTORY

Grade 9

PREREQUISITE: NONE

World History is a study of the development of civilizations. Included in this study are historical facts, art, music, religion, and lifestyles of the common man in different regions of the world. Emphasis is also placed on contemporary history and current events.

HONORS WORLD HISTORY

Grade 9

PREREQUISITE: NONE

World History is a study of the development of civilizations. Included in this study are historical facts, art, music, religion, and lifestyles of the common man in different regions of the world. Emphasis is also placed on contemporary history and current events.

AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVIC, AND ECONOMICS

Grade 10

PREREQUISITE: NONE

This course examines the importance of the Constitution, the legislative, executive, and judicial branches of the federal government. This course also examines the major world economic systems and basic economic concepts. This is a state-required class for graduation.

HONORS AMERICAN HISTORY: THE FOUNDING PRINCIPLES CIVICS AND ECONOMICS

Grade 10

PREREQUISITE: NONE

RECOMMENDED: A GRADE OF 85 OR HIGHER IN WORLD HISTORY

This course will serve as a lead into AP Government. Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. This course serves as a foundation for United States History.

AMERICAN HISTORY PART I

Grade 11, 12

PREREQUISITE: NONE

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

AMERICAN HISTORY PART II

Grade 11, 12

PREREQUISITE: NONE

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

HONORS AMERICAN HISTORY PART I

Grade 11, 12

PREREQUISITE: NONE

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

HONORS AMERICAN HISTORY PART II

Grade 11, 12

PREREQUISITE: NONE

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

ADVANCED PLACEMENT (AP) UNITED STATES HISTORY

Grades 11, 12

PREREQUISITE: HONORS U.S. HISTORTY

RECOMMENDED: A GRADE OF 85 OR HIGHER IN U.S. HISTORY

This second-year elective course provides students with the analytic skills and factual knowledge necessary to deal critically with the problems and issues in U. S. History. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students are required to take the AP exam to receive high school credit. Fee may be required for exam.

FINE ARTS

VISUAL ARTS I

Grades 9, 10, 11, 12

PREREQUISITE: NONE

This course covers the basic elements of art such as line, texture, color, shape and form. Advanced activities in composition, printmaking, drawing, painting, and ceramics may be included.

VISUAL ARTS II

Grades 9, 10, 11, 12

PREREQUISITE: VISUAL ARTS I

This course emphasizes the elements of art and principles of design. Students will deepen their study of drawing and explore a variety of techniques such as painting, sculpture, and printmaking.

HONORS VISUAL ARTS III

Grades 10, 11, 12

PREREQUISITE: VISUAL ARTS II

RECOMMENDATIONS: B AVERAGE OR BETTER IN ART II

This is an advanced level course and involves more in-depth knowledge of art processes, media, and history. Time will be provided for individual student projects as students will begin to assemble a portfolio of their own work.

HONORS VISUAL ARTS IV

Grades 11, 12

PREREQUISITE: HONORS VISUAL ARTS III

Students will develop, clarify, and apply their philosophy of art and art making through in-depth, independent, and advanced explorations with media, techniques, processes, and aesthetics. A portfolio evidencing high quality, a board base of knowledge, and in-depth understanding of personal art forms is refined.

3D DESIGN

Grades 10, 11, 12

PREREQUISITE: ART II

Students will build their knowledge of important art concepts with a focus on 3D media such as ceramics and basic paper mache/cardboard sculpture. A \$10.00 art fee may be required.

MARCHING BAND I & II

Grades 9, 10, 11, 12

PREREQUISITE: MIDDLE SCHOOL BAND OR AUDITION

Students will study music literature in association with the fall performance program. At the end of the course students will demonstrate competency in basic marching techniques and basic performance techniques as they relate to marching band. Performances outside the school day will be required and graded as assigned.

HONORS MARCHING BAND III & IV

Grades 11, 12

PREREQUISITE: PREVIOUS LEVEL AND AUDITION

Students will study music literature in association with the fall performance program. At the end of the course students will demonstrate competency in advanced marching techniques and advanced performance techniques as they relate to marching band. Performances outside the school day will be required and graded as assigned.

SYMPHONIC BAND I, II, III, & IV

Grades 9, 10, 11, 12

PREREQUISITE: AUDITION AND PERMISSION OF THE DIRECTOR

Students will study music and literature as it relates to concert band performance. Performances outside of the school day will be required

HONORS SYMPHONIC BAND III & IV

Grades 11, 12

PREREQUISITE: AUDITION AND PERMISSION OF THE DIRECTOR

In addition to the requirements for Symphonic Band III and IV, the student will also complete requirements set for by the state for honors credit. These include, but are not limited to, additional scale requirements, increased amount of solo and ensemble participation, sight reading, music analysis, improvisation, and music evaluation.

COLORGUARD/VISUAL ENSEMBLE

Grades 9, 10, 11, 12

Students will study of music literature in association with the fall performance program. Students enrolled will be able to demonstrate competency in marching techniques and performance techniques as they relate to marching band.

PERCUSSION ENSEMBLE

Grades 9, 10, 11, 12

Students will be exposed to all aspects of percussion performance through the study of solo and small ensemble literature. Students will gain an understanding of world, concert, drum set, and marching percussion.

DIGITAL MUSIC AND MEDIA

Grades 10, 11, 12

PREREQUISITE: NONE

Throughout the semester the students will be working towards a working knowledge of modern music technology including recording basics, MIDI, live sound reinforcement, basic songwriting, and other musical concepts. The student will develop a keen awareness of musical terms and notation as they apply to music they write and record. Students will learn basic skills for Video Editing.

MUSIC APPRECIATION

Grades 9, 10, 11, 12

PREREQUISITE: NONE

This course is designed for students who wish to survey world music history and style from the 5th century to the present. Critical listening and discussion are used to achieve historical and stylistic knowledge. The elements of music are introduced.

VOCAL MUSIC I, II, III, IV

Grades 9, 10, 11, 12

PREREQUISITE: NONE FOR LEVEL I AND PREVIOUS LEVEL FOR II, III, IV

This course gives students the opportunity to sing music of different styles, to study basics of music theory, and to perform as a group. A uniform may be required. Performance outside of the school day will be required and graded as assigned.

HEALTH AND PHYSICAL EDUCATION**HEALTH/PHYSICAL EDUCATION**

Grade 9

PREREQUISITE: NONE

The major emphases of high school healthful living education are personal wellness, individual and group social skills development, physical skill development, and behavior self-management. A healthful living program that incorporates both health education and physical education components promotes behaviors that contribute to a healthful lifestyle and improved quality of life for all students. This is required for graduation and follows a state mandated curriculum.

PHYSICAL TRAINING

Grades 10, 11, 12

PREREQUISITE: NONE

This course is a physical conditioning class that consists of weight training, running, and an overall strength building program including games and sports.

COAST GUARD JUNIOR LEADERSHIP PROGRAM

MARINE SCIENCE I

Grades 9, 10, 11, 12

PREREQUISITE: NONE

Marine Science I is the entry-level course for the Coast Guard JLP. Each course is divided into two over-arching categories; academics and leadership. This first course is designed to put heavy emphasis on character education, team building skills, and personal responsibility. The US Coast Guard Core Values will be introduced. One third of all JLP courses are devoted to academics with the remaining two thirds devoted to leadership and an emphasis on commitment and personal responsibility. The curriculum will include Coast Guard customs and courtesies, Coast Guard History and Missions, cadet corps activities, study habits, time management, communications, followership skills, and leadership and management studies. Physical conditioning is included in all JLP courses. Cadets should be capable of moderate physical activity with the Presidential Fitness Challenge as the program standard.

MARINE SCIENCE II

Grades 10, 11, 12

PREREQUISITE: MARINE SCIENCE I

Marine Science II is the second year course for the Coast Guard JLP. MS2 is designed to challenge the cadets academically with an introduction to basic navigation and seamanship and will include opportunities to apply knowledge at the shipboard simulator at Yorktown VA and aboard vessels of opportunity. MS2 builds on the foundations of leadership learned in MS1 by delving deeper into leadership topics while challenging cadets with actual leadership opportunities in the organization. Leadership training will focus on nurturing new leadership skills and will include classroom topics in group dynamics and problem solving. Physical conditioning is included in all JLP courses. Cadets should be capable of moderate physical activity with the Presidential Fitness Challenge as the program standard.

MARINE SCIENCE III

Grades 10, 11, 12

PREREQUISITE: MARINE SCIENCE II

Marine Science III is the third year course for the Coast Guard JLP. MS3 Academics are designed to demonstrate real-world application of science, math knowledge in the maritime environment. Academic instruction includes advanced navigation; piloting, relative motion solutions, introduction to celestial navigation, and personal finance. As with MS2, MS3 cadets will have opportunities to apply knowledge at the shipboard simulator at Yorktown VA, at CG stations, and aboard vessels of opportunity. MS3 students are expected to take a larger role in leadership of the company of cadets assuming cadet staff positions. Leadership classroom topics will include Operational Risk Management and Team Coordination Training. Physical conditioning is included in all JLP courses. Cadets should be capable of moderate physical activity with the Presidential Fitness Challenge as the program standard.

MARINE SCIENCE IV

Grades 11, 12

PREREQUISITE: MARINE SCIENCE III

Marine Science IV is the fourth and final Coast Guard JLP course. MS4 Academics are designed around a senior leadership seminar. MS4 cadets are expected to run the company of cadets, teaching and training junior cadets, and making and enforcing policy under the direction of the Senior Maritime Science Instructor (SMSI). Classroom instruction will focus on guiding the MS4 cadets in teaching and mentoring junior cadets. There will be guest speakers from the professional and military community, and instruction to foster an understanding and appreciation for Maritime Environmental Science. MS4 cadets may mentor junior cadets at the shipboard simulator at Yorktown VA, at CG stations, and aboard vessels of opportunity. Physical conditioning is included in all JLP courses. Cadets should be capable of moderate physical activity with the Presidential Fitness Challenge as the program standard.

CAREER AND TECHNICAL EDUCATION

ATTENTION: The following pairs of CTE courses may substitute as an application based math course

- **Principles of Business and Finance and Small Business Entrepreneurship**
- **Financial Education and Small Business Entrepreneurship**
- **Construction Technology I and Construction Technology II**

CAREER MANAGEMENT

Grades 9, 10, 11, 12

PREREQUISITE: NONE

This course is designed to prepare students to locate, secure, keep, and change careers. Competencies for this course are based on the National Career Development Guidelines. Strategies for this course include teamwork, technology, problem-solving, decision-making, goal-setting, and self-management. A post-assessment is required which counts 25% of the course grade.

AGRICULTURAL EDUCATION

AGRISCIENCE APPLICATIONS

Grades 9, 10

PREREQUISITE: NONE

This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. A post-assessment is required which counts 25% of the course grade. Students should have school insurance, proof of insurance or sign a waiver.

ANIMAL SCIENCE I

Grades 10, 11, 12

PREREQUISITE: NONE

RECOMMENDED: BIOLOGY OR CURRENTLY ENROLLED IN BIOLOGY

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. A post-assessment is required which counts 25% of the course grade.

ANIMAL SCIENCE II

Grades 11, 12

PREREQUISITE: ANIMAL SCIENCE I

This course includes more advanced scientific principles and communication skills and includes animal waste management, animal science economics, decision making, global concerns in the industry, genetics, and breeding. English language arts, mathematics, and science are reinforced in this class. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. A post-assessment is required which counts 25% of the course grade.

HORTICULTURE I

Grades 10, 11, 12

PREREQUISITE: NONE

RECOMMENDED: BIOLOGY OR CURRENTLY ENROLLED IN BIOLOGY

This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, career opportunities, and leadership development. Skills in biology, chemistry, and algebra are reinforced in this course. Work-based learning strategies appropriate for this course are agriscience projects, internships, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies. A post-assessment is required which counts 25% of the course grade. Students must purchase school insurance or be covered by another insurance policy. Students should have school insurance, proof of insurance or sign a waiver.

HORTICULTURE II

Grades 11, 12

PREREQUISITE: HORTICULTURE I

This course covers instruction that expands the scientific knowledge and skills to include more advanced scientific computations, and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, career planning, and leadership/personal development. Skills in biology, chemistry, and algebra are reinforced in this class. Work-based learning strategies appropriate for this course are agriscience projects, cooperative education, apprenticeships, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies. A post-assessment is required which counts 25% of the course grade. Students must purchase school insurance or be covered by another insurance policy. Students should have school insurance, proof of insurance or sign a waiver.

AGRICULTURAL MECHANICS I

Grade 10, 11, 12

PREREQUISITE: NONE

This course develops knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day-to-day problems and repair needs they will encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, basic metal working, basic agricultural construction skills related to plumbing, concrete, carpentry, basic welding, and leadership development. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

AGRICULTURAL MECHANICS II-SMALL ENGINES

Grade 10, 11, 12

PREREQUISITE: AGRICULTURAL MECHANICS I

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. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

AGRICULTURAL ADVANCED STUDIES

Grade 12

PREREQUISITE: THREE TECHNICAL CREDITS IN AGRICULTURAL EDUCATION

This is a three-phased exit course for seniors that are career focused in agricultural education. The three components of the program include a research paper, a product, and a presentation. Students demonstrate their ability to use content and apply knowledge to real-world situations in a career major. In addition, they will also demonstrate their ability to write, speak, apply knowledge, problem-solve, and use life skills such as time management, planning, follow-through, and organization. FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies. Students should have school insurance, proof of insurance or sign a waiver.

BUSINESS EDUCATION

MICROSOFT ITA: WORD, POWERPOINT, AND PUBLISHER

Grades 9, 10, 11, 12

PREREQUISITE: NONE

The Microsoft IT Academy program connects the world of education to the world of work by enabling students to acquire OneNote, Word, PowerPoint and Publisher skills in an academic setting. Students in Microsoft IT Academies benefit from world-class Microsoft curriculums and cutting-edge software tools to tackle real-world challenges in the classroom environment. In the first part of the course students will learn to create, edit, organize, and share a virtual notebook. In the second part, students will learn to use the Microsoft Word 2010 interface, commands, and features to create, enhance, customize and share documents as well as create complex documents and publish them by using Word 2010. In the third part, students will learn to use the Microsoft PowerPoint 2010 interface, commands, and features to create, enhance, customize and deliver presentations. In the last part, students will learn to use the basic features of Publisher 2010 to create, customize, and publish a publication. A post-assessment is required which counts 25% of the course grade.

PRINCIPLES OF BUSINESS AND FINANCE

Grades 9, 10, 11, 12

PREREQUISITE: NONE

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Participation in DECA and FLBA leadership activities, conferences, competitions, and meetings in addition to projects, simulations and teamwork provides the opportunity for application of instructional competencies. A post-assessment is required which counts 25% of the course grade.

MULTIMEDIA AND WEBPAGE DESIGN

Grades 9, 10, 11, 12

PREREQUISITE: NONE

This course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication and critical thinking skills are reinforced through software applications. English language arts are also reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experience.

PERSONAL FINANCE

Grades 10, 11, 12

PREREQUISITE: NONE

Personal Finance prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. Related activities in DECA, FBLA, and FCCLA provide the opportunity for students to apply personal financial planning skills in authentic settings. A post-assessment is required which counts 25% of the course grade.

MARKETING EDUCATION

MARKETING I

Grades 9, 10, 11, 12

PREREQUISITE: NONE

This course is designed to help students develop basic knowledge, skills, and attitudes that will prepare them to enter the field of marketing. The course emphasizes the foundations of business, management, and entrepreneurship; economics; professional development; and communication and interpersonal skills. Included in these foundations are concepts such as distribution, financing, selling, pricing, promotion, marketing-information management, and product/service management. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies. A post-assessment is required which counts 25% of the course grade.

SPORTS AND ENTERTAINMENT MARKETING I

Grades 9, 10, 11, 12

PREREQUISITE: NONE

This course is designed for students interested in sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; promotion; safety and security; and human relations. Skills in communications, human relations, psychology, and mathematics are reinforced in this course. Marketing simulations, projects, teamwork, DECA leadership activities, meetings conferences, and competitions provide many opportunities for application of instructional competencies. A post-assessment is required which counts 25% of the course grade.

SPORTS AND ENTERTAINMENT MARKETING II

Grades 10, 11, 12

PREREQUISITE: SPORTS AND ENTERTAINMENT MARKETING I

This course is designed for students interested in an advanced study of sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: business management, career development options, client relations, ethics, events management, facilities management, legal issues and contracts, promotion, and sponsorships. Skills in communications, human relations, psychology, mathematics, and technical writing are reinforced in this course. Marketing simulations, projects, teamwork, DECA leadership activities, meetings conferences, and competitions provide many opportunities for application of instructional competencies. A post-assessment is required which counts 25% of the course grade.

HOSPITALITY AND TOURISM

Grades 10, 11, 12

PREREQUISITE: SPORTS AND ENTERTAINMENT MARKETING OR MARKETING I

In this course, students are introduced to the industry of travel, tourism, and recreational marketing. Students acquire knowledge and skills on the impact of tourism, marketing strategies of the major hospitality and tourism segments, destinations, and customer relations. Emphasis is on career development, customer relations, economics, hospitality and tourism, travel destinations, and tourism promotion. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, service learning and job shadowing. DECA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. A post-assessment is required which counts 25% of the course grade.

TECHNOLOGY ENGINEERING AND DESIGN

TECHNOLOGY ENGINEERING AND DESIGN

Grades 9, 10, 11,12

PREREQUISITE: NONE

This course focuses on the nature and core concepts of technology, engineering, and design. Through engaging activities and hands-on project-based activities, students are introduced to the following concepts: elements and principles of design, basic engineering, problem solving, and teaming. Students apply research and development skills and produce physical and virtual models. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. A post-assessment is required which counts 25% of the course grade.

TECHNOLOGICAL DESIGN

Grades 10, 11, 12

PREREQUISITE: TECHNOLOGY ENGINEERING AND DESIGN

This course continues to apply the skills, concepts, and principles of design. The design fields of graphics, industrial design, and architecture receive major emphasis. Engineering content and professional practices are presented through practical application. Working in design teams, students apply technology, science, and mathematics concepts and skills to solve engineering and design problems. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. Art, English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. A post-assessment is required which counts 25% of the course grade.

SCIENTIFIC AND TECHNICAL VISUALIZATION I

Grades 10, 11, 12

PREREQUISITE: TECHNOLOGY ENGINEERING AND DESIGN

This course introduces students to the use of complex graphic tools. Emphasis is placed on the principles, concepts, and use of complex graphic and visualizations tools as applied to the study of science and technology. Students use complex 2DE graphics, animation, editing, and image analysis tools to better understand, illustrate, explain, and present technical, mathematical, and scientific concepts and principals. Emphasis is placed on the use of computer-enhanced images to generate both conceptual and data-driven models, charts, and animations. Apprenticeship is not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. A post-assessment is required which counts 25% of the course grade.

SCIENTIFIC AND TECHNICAL VISUALIZATION II

Grades 10, 11, 12

PREREQUISITE: SCIENTIFIC AND TECHNICAL VISUALIZATION I

This course provides students with advanced skills in the use of complex visualization tools for the study of science, technology, or mathematical concepts. Students design and develop increasingly complex data and concept-driven visualization models. Students use complex 2DE graphics, animation, editing, and image analysis tools to better understand, illustrate, explain, and present technical, mathematical, and scientific concepts and principals. Emphasis is placed on the use of computer-enhanced images to generate both conceptual and data-driven models, charts, and animations. Apprenticeship is not available for this course. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. A post-assessment is required which counts 25% of the course grade.

HEALTH OCCUPATIONS EDUCATION

BIOMEDICAL TECHNOLOGY

Grades 10, 11, 12

PREREQUISITE: NONE

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. A post-assessment is required which counts 25% of the course grade.

HEALTH SCIENCES I

Grades 10, 11, 12

PREREQUISITE: NONE

This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology is recommended as preparation for this course. A post-assessment is required which counts 25% of the course grade.

HEALTH SCIENCES II

Grades 11, 12

PREREQUISITE: HEALTH SCIENCES I

This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. A post-assessment is required which counts 25% of the course grade.

TRADE AND INDUSTRIAL EDUCATION

CARPENTRY I

Grades 10, 11, 12

PREREQUISITE: NONE

This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course. A post-assessment is required which counts 25% of the course grade. Students should have school insurance, proof of insurance or sign a waiver.

CARPENTRY II

Grades 11, 12

PREREQUISITE: CARPENTRY I

This course covers additional technical aspects of carpentry with emphasis on development of intermediate skills. The course content includes floor systems, wall and ceiling framing, roof framing, introductions to concrete, reinforcing materials and forms, windows and exterior doors, and basic stair layout. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course. A post-assessment is required which counts 25% of the course grade. Students should have school insurance, proof of insurance or sign a waiver.

CARPENTRY III

Grade 12

PREREQUISITE: CARPENTRY II

This course develops advanced technical aspects of carpentry with emphasis on development of skills. The course content includes roofing applications, thermal and moisture protection, exterior finishing, cold formed steel framing and drywall installations. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Math II is recommended as preparation for this course. A post-assessment is required which counts 25% of the course grade. Students should have school insurance, proof of insurance or sign a waiver.

OCCUPATIONAL COURSE OF STUDY

The Occupational Course of Study is offered to high school students who are in the Exceptional Children's Program and whose Individual Education Plan goals are related to helping prepare for work. The IEP team, which includes the student, determines placement in the Occupational Course of Study.

OCCUPATIONAL ENGLISH I

The course includes comprehension and interpretation of various literary genres and terms. Proofing and editing skills are taught through creative and expository writing. Grammar and language usage are taught in context.

OCCUPATIONAL ENGLISH II

The course includes comprehension and interpretation of various literary genres and terms using the study of world literature and cultures. Written, oral, analytical, and creative responses to literary selections are required. Grammar is taught through the writing process. Expository writing and vocabulary study are important parts of the course.

OCCUPATIONAL ENGLISH III

This course will focus on reading, writing and oral expression needed in a variety of daily living and employment situations. An emphasis will be placed on identifying main concepts and supporting information from print and non-print material. An emphasis will be placed on oral communication skills needed in a variety of daily living and employment situations.

OCCUPATIONAL ENGLISH IV

This course will integrate oral, written and visual skills to communicate effectively in a variety of daily living and employment situations. An emphasis will be placed on written communication for explanatory, argumentative, self-advocacy, and social purposes. An emphasis will also be placed on visual communication used to locate information.

OCCUPATIONAL INTRODUCTORY TO MATHEMATICES

This course is a preparatory course for Algebra I. The foundations of this course are an understanding of the rules and properties of real numbers, simplification of numerical expressions involving fractions, decimals, positive and negative numbers, and exponents. In addition, an understanding of the role of the variable through real world applications, solving equations and inequalities, and an introduction to polynomials is required.

OCCUPATIONAL HIGH SCHOOL MATH

The primary purpose of this course is to provide the student with the basic language of Algebra. This includes addition, subtraction, multiplication, and division of rational and real numbers, solving equations with one and two variables, solving and graphing quadratic equations and inequalities, factoring and multiplying polynomials, and algebraic word problems.

OCCUPATIONAL BIOLOGY

Biology is the study of life. Topics include cells, genetics, evolution, plants, animals, human biology, and ecology. The course includes lectures, hand-on activities, problem solving skills, and laboratory exercises.

OCCUPATIONAL APPLIED SCIENCE

The course is designed to explore basic, functional science concepts in the areas of earth science, environmental science, and physical science. Students will basic science concepts to daily living situations at home, in the community, and in places of employment

OCCUPATIONAL FINANCIAL MANAGEMENT

An emphasis is placed on application and problem solving skills needed in the areas of computation, financial management, time and measurement, and independent living using technology.

OCCUPATIONAL SOCIAL STUDIES I

This course is designed to provide the student with the basic economic, government, and political knowledge they need to become responsible citizens and consumers. It covers the historical background of the development of the United States, including the Constitution and amendments, the three branches of government, and major laws that effect citizens. The course also covers state and local government roles and jurisdictions, and issues of personal citizenship.

OCCUPATIONAL SOCIAL STUDIES II

This course is designed to teach students skills related to self-determination essential for achieving independence and successful adult outcomes. The organization of the course will provide for opportunities to integrate previously learned skills with new concepts. Instructional emphasis will be placed on the application and generalization of self-determination skills to post-school environments.

OCCUPATIONAL PREPARATION I

This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students will participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will be involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training in Career-Technical Education courses and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational Preparation courses.

OCCUPATIONAL PREPARATION II

This course is designed to allow students to develop skills generic to all career majors; resource management, communication, interpersonal relationships, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include on-campus jobs and work-based learning activities. Job seeking skills also will be refined.

OCCUPATIONAL PREPARATION III

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

OCCUPATIONAL PREPARATION IV

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

CAREER TRAINING FOR EXCEPTIONAL CHILDREN

This course is an extension of the Occupational Preparation Courses. It is designed to assist students in reaching their required 300 school based hours; 240 community based hours; and 360 competitive employment hours.

EARLY COLLEGE

Anticipated COA Course Offerings

ENG 111 Expository Writing

Fall

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion students should be able to produce unified, coherent, well developed essays using standard written English.

ENG 113 Literature Based Research

Spring

PREREQUISITE: ENG 111

This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to literary works.

ENG 261 World Literature I

Fall & Spring

PREREQUISITE: ENG 113

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. 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 selected works.

ART 111 Art Appreciation

Fall & Spring

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.

HIS 121 Western Civilization I

Fall

This course introduces western civilization from pre-history to the early modern era.

PSY 150 General Psychology

Fall & Spring

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.

COM 120 Interpersonal Communication

Spring

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.

MAT 161 College Algebra

Fall & Spring

This course provides an integrated technological approach to algebraic topics used in problem solving. Emphasis is placed on applications involving equations and inequalities; polynomials, rational, exponential and logarithmic functions; and graphing and data analysis/modeling.

ECO 251 Principles of Microeconomics

Fall & Spring

This course introduces economic analysis of individual, business, and industry choices 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.

BIO 111 General Biology I

Fall

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, 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**Spring**

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

CHM 151 General Chemistry I**Fall**

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**Spring**

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.

CIS 110 Intro to Computers**Fall**

This course introduces computer concepts including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.

MAT 171/171A Precalculus Algebra**Fall**

This is the first of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on equations and inequalities, functions (linear, polynomial, rational), systems of equations and inequalities, and parametric equations. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions.

MAT 172/172A Precalculus Trigonometry**Spring**

This is the second of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on properties and applications of transcendental functions and their graphs, right and oblique triangle trigonometry, conic sections, vectors and polar coordinates. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction.

MAT 271 Calculus I**Fall**

This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable, with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions.

SPA 111 Elementary Spanish I**Fall**

This course introduces 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.