



Stanly County Schools

2009-2010

Freshman Registration Handbook

Course of Study

Tips for Success

Course Descriptions

Graduation Requirements

Class Rank

Graduation Schedule

Grade Point Average Procedures

Testing

NC Academic Scholars' Program

QUICKStart

CAREERStart

***Note to Students/Parents:* Please keep this handbook for reference purposes throughout the four years of high school. Following the freshman year, the registration handbook will only be offered electronically.**

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INTRODUCTION

Dear Freshmen and Parents:

The Stanly County Schools Freshman Registration Handbook is designed to provide students with useful information for making a successful transition from eighth grade to high school.

The handbook begins with an explanation of new course of study for incoming freshmen. Students beginning high school in the 2009-2010 school year will be offered the Future-Ready Core Course of Study, which is part of the High School Exit Standards mandated by the State Board of Education. The Future-Ready Core was developed to provide students with a strong academic foundation so that they will have as many options as possible when they graduate from high school. The Occupational Course of Study will continue to be made available for certain students with disabilities who have an Individualized Education Plan.

Next, we've included some information and suggestions of strategies that can help a student experience success in the classroom. It is important to develop good work and study habits from the first day of high school so that he or she can achieve his or her potential for the next four years.

Finally, the handbook will help students select the courses they need as they plan their high school education. This plan involves making several important decisions. Each student is an individual with different needs, interests, and personal goals. These differences should be taken into consideration when selecting courses for each year of high school.

Students and parents should study the information in this handbook carefully and select courses wisely. Course descriptions and explanations are designed to help students identify the curriculum plan that best fits their needs. Course code numbers and titles may change per DPI updates. All courses are open to all students. **Once courses are selected, students will remain in those courses for an entire semester.** Students will not be allowed to change course selections except under highly extenuating circumstances.

Please complete registration carefully. Be sure to list alternates for all elective courses. If the electives chosen are not available, students will be placed in courses at the discretion of the principal and/or counselors. The High School Education Plan, which is signed by both the student and parent, is a contract indicating the student's agreement to participate in the selected courses or alternate courses, if necessary. .

If you have questions or concerns regarding course selection, please do not hesitate to contact a school guidance counselor.

The Stanly County School System is committed to the policy of non-discrimination on the basis of race, color, creed, religion, sex, national origin, or handicapping conditions.

“Future-Ready” Graduates Beginning with the Freshman Class of 2009-2010

North Carolina Department of Public Instruction’s (DPI’s) GOAL

All parents want their children to graduate from high school with the skills to be successful in college or in the workforce. Unfortunately, too many students graduate unprepared for college or a successful career.

The North Carolina State Board of Education understands the importance of graduating students who have the skills to compete in the 21st century and has taken important steps to ensure that students graduate with these skills.

WHY THIS CHANGE?

A recent survey found that over 40 percent of college faculty feel that first-year students are academically unprepared for college-level courses. Nearly the same percentage of employers feel recent high school graduates lack the skills to advance. Even high school graduates when asked, say they would have taken harder courses if they had known what it would take to be successful after graduation. The ACT Study, “Ready for College and Ready for Work: Same or Different?,” found that “whether planning to enter college or workforce training programs after graduation, high school students need to be educated in a comparable level of readiness in reading and mathematics.”

With all this in mind, the State Board of Education in June 2007 approved the Future-Ready Core Course of Study with the goal that all students would graduate prepared for post-secondary education and careers.

WHAT IS THE FUTURE-READY CORE?

Beginning with the 2009-2010 ninth grade class, all students will be expected to meet the requirements outlined under the Future-Ready Core Course of Study. The primary differences between this course of study and previous courses of study are:

- An additional mathematics course for those students who previously did not pursue the College/University Prep Course of Study;
- A recommended four elective credits in a concentrated area; and
- An increase from 20 to 21 for the total number of credits required for graduation

By taking four elective credits in a concentrated area, students can tailor their course concentrations to fit their interests and goals while building a strong academic foundation. Under the six total elective units required for graduation, four elective credits (a four course concentration) could be taken from one of the following areas of focus: Career and Technical Education, ROTC, Arts Education or any other subject area (e.g. mathematics, science, social studies, English). The remaining two electives must be any combination from Career and Technical Education, Arts Education, or Second Languages.

For some students with learning disabilities, the Occupational Course of Study will remain an option. These students should have the Occupational Course of Study identified in their Individualized Education Program.

Answers to some “Commonly Asked Questions on the Future-Ready Core are available online at www.ncpublicschools.org/promotionstandards/parents.

NORTH CAROLINA GRADUATION PROJECT

Beginning with the 2006-2007 ninth grade class, all incoming freshman are required to successfully complete the North Carolina Graduation Project to receive a high school diploma.

The North Carolina Graduation Project is an integral part of the North Carolina's high school exit standards. This performance-based exit assessment provides students with a vehicle to demonstrate what they know are able to do as they prepare to graduate from high school.

The North Carolina Graduation Project (NCGP) provides students the opportunity to connect what they've learned throughout their school career, the skills they've acquired, and work habits to real world situations and issues. In their freshman and sophomore years, students begin their project with a series of brainstorming activities in which they give initial thought to the kind of project they would like to pursue. They begin the actual work of their Project in their junior year and then conclude their project in their senior year when they present their project to a panel.

The NCGP consists of four major components:

- 1) a research paper demonstrating research skills and writing skills.
- 2) a product created through the use of knowledge and skills in a meaningful way to accomplish a goal.
- 3) a portfolio, which is a learning record of the student's process and progress through all the steps of the graduation project. This physical record will help the student keep track of his/her work.
- 4) an oral presentation during which the student will present information on the chosen topic to a review panel.

PARENTS PLAY KEY ROLE IN GRADUATION PROJECT

Parents play an important role in their child's successful completion of his or her graduation project. One of the key ways parents can help their child is by talking through possible topics for a graduation project. If your child doesn't have a particular topic in mind, you may want to suggest that they explore their environment for possible ideas, including current interests, career options, world events and trends and community trends.

Newspapers and other media often feature local experts on many subjects. Children should be encouraged to look for references in stories, ads and opinions of people who are expert in their subjects. For example, if exploring health and fitness, they should look for stories about nutritionists, exercise specialists, nurses and doctors or identify clinics, businesses and other places where health professionals work. Discuss with your child the best ways to contact these health professionals and/or places where they work.

Encourage your child to consider talking with local experts and agencies within the community or within the school. With your child, look at newspaper stories, editorials, letters to the editor and comments on blogs and Web sites to identify key stakeholders in the issue(s) your child is considering. Once your child has identified key stakeholders, help them develop interviewing skills by drafting possible questions they'd like to ask the people whose work or concerns relate to their graduation project topic. To help them with interviewing, have them identify quotes in news stories and think of questions the reporter/researcher may have asked the person or have them watch a newscast and see how the reporters interview their subjects.

Have your child discuss with professional journalists how they evaluate the accuracy, completeness, appropriateness, and usefulness of information. They should study ways local newspapers and other media cite sources, such as the attribution of quotes and/or results of studies and research.

Following are some additional ways parents can help their children stay focused and engaged:

- Become familiar with local procedures and guidelines for completing the Project by reviewing the online student manual located on the Stanly County Schools homepage under students.
- Help your child remember key graduation project dates by posting a graduation calendar in a prominent place in your home
- Stay in touch with your child's mentor on a regular basis.

- Feel free to ask questions of your child's graduation project academic advisor, graduation project coordinator, and mentor.
- Read your child's research paper and offer feedback.
- Listen to your child practice his or her presentation. Offer suggestions that may be helpful for improvement

FOR MORE INFORMATION:

Student Accountability Standards: www.ncpublicschools.org/promotionstandards/

North Carolina Graduation Project: www.ncpublicschools.org/graduationproject

21st Century Graduates: A Closer Look at the North Carolina Graduation Project - Findings from the North Carolina Business Committee for Education 2006 Partner Survey:

www.ncpublicschools.org/docs/graduationproject/business/21stcenturygraduates.pdf

(The above information is cited from *Making the Grade: Future-Ready Graduates*, a publication of the North Carolina Newspapers in Education with support from the North Carolina Press Foundation and the Public Schools of North Carolina, Fall 2008)

COURSES OF STUDY

Future-Ready Core

Students entering high school for the first time in 2009-2010 will follow the Future-Ready core course requirements.

Occupational Course of Study

The Occupational Course of Study is available for certain students with disabilities who have an IEP. Students should work carefully with teachers and guidance counselors to select courses.

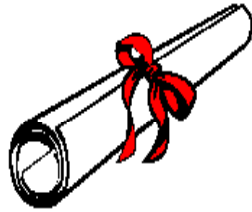
Graduation Requirements

Students must select courses as defined on page 3, complete all units required, and additional elective units to equal maximum potential minus 4 units.

All students following the must meet the following requirements:

Every North Carolina high school student must meet:

- **Course and Credit Requirements**
Listed in the chart on the following page
- **Graduation Project Requirement**
Successfully complete the North Carolina Graduation Project. The North Carolina Graduation Project includes four components: a paper, a portfolio, a product and a presentation. More information is available on the Graduation Project at <http://www.ncpublicschools.org/graduationproject>.
- **End-of-Course Requirements**
Must pass course work and earn proficiency level III or IV on end-of-course exams for 5 essential courses: **Algebra I** (unless exempted by the student's Individualized Education Program), **Biology**, **Civics and Economics**, **English I and U.S. History**
- **Computer Skills Test**
Earn a passing score on the Computer Skills Test.
- **Local Requirements**
Meet any additional requirements adopted by your local board of education: Stanly County Schools requires **28 units** (maximum possible credits minus 4 units) for graduation.



OTHER POLICIES RELATING TO GRADUATION FOR ALL CLASSES

Students who have completed four years in high school (grades 9-12) and have not completed requirements for graduation must carry a class load that is sufficient to meet both North Carolina and Stanly County School's graduation requirements.

Only those students who are entitled to receive diplomas or certificates shall be permitted to participate in graduation exercises.

Seniors meeting all North Carolina and Stanly County Schools' graduation requirements may apply for early graduation. A school based committee will meet with the parent and student and evaluate the merits and liabilities of early graduation. The committee will make a recommendation to the superintendent who will present the information to the school board for final action. Students will not be able to participate in any interscholastic/athletic activities upon graduation.

Future-Ready Core Course of Study

Available for Ninth Graders 2000 – >	For Ninth Graders Entering in 2009-10 and Later
Occupational Course of Study Requirements (Selected IEP students excluded from EOC Proficiency Level requirements)	FUTURE-READY CORE
English 4 Credits Occupational English I, II, III, IV	4 Credits English I, II, III, IV
Mathematics 3 Credits Occupational Mathematics I, II, III	4 Credits (Algebra I, Geometry, Algebra II) OR (Integrated Math I, II, III) 4th Math Course to be aligned with the student’s post high school plans
Science 2 Credits Life Skills Science I, II	3 Credits A Physical Science course, Biology, Earth/ Environmental Science
Social Studies 2 Credits Social Studies I (Government/ US History) Social Studies II (Self-Advocacy/ Problem Solving)	3 Credits Civics and Economics, US History, World History*****
Second Language Not required	Not required for graduation. Required to meet MAR (minimum application requirement for UNC system.)
Computer Skills Computer proficiency as specified in IEP	No specific course required; students must demonstrate proficiency through state testing.
Health and Physical Education 1 Credit Health/Physical Education	1 Credit Health/Physical Education
Electives or other requirements Occupational Preparation: 6 Credits Occupational Preparation I, II, III, IV** Elective credits/ completion of IEP objectives/ Career Portfolio required	6 Credits required by state (Stanly County requires 13 Credits) At least 2 Elective credits of any combination from either: – Career and Technical Education (CTE) – Arts Education – Second Languages 4 Elective credits strongly recommended (four course concentration) from one of the following: – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. mathematics, science, social studies, English)
Career Technical 4 Credits Career/ Technical Education electives	
Arts Education (Dance, Music, Theatre Arts, Visual Arts) Recommended: at least one credit in an arts discipline and/or requirement by local decision	
Total 22 Credits plus any local requirements Local requirements – Total credits for graduation must equal at least maximum potential minus 4 units.	21 Credits plus 7 local credit requirements Local requirements – Total credits for graduation must equal at least maximum potential minus 4 units.

HIGH SCHOOL EXIT STANDARDS

Students entering the ninth grade for the first time in 2006-2007 and beyond will be required to meet new exit standards for graduation.

Under the new exit standards, students will be required to complete a senior graduation project and pass the end-of-course (EOC) assessment in the following five courses:

- Algebra I
- English I
- Biology
- Civics and Economics
- U. S. History

Consistent with the current retesting opportunities for end-of-grade (EOG) assessments at grades 3, 5, and 8, students will be given a maximum of two retest opportunities. The second retest must be preceded by focused intervention/remediation. The process consists of the following steps:

- The student takes the regularly scheduled end-of-course assessment.
- If a student passes the course and fails the assessment, the student is administered a retest within a reasonable time from the receipt of test results.
- If the student does not pass the retest, documentation (e.g. a portfolio) of the student's performance in the EOC course is placed on file and the student receives focused intervention/remediation (tutorial sessions, extended school day, Saturday school, summer school instruction, etc.).
- The second retest occurs.
- If the student does not pass the second retest, documentation (e.g. a portfolio) of the student's performance in the EOC course is updated. The student's documentation (e.g. a portfolio) is reviewed by an external review committee to determine if the exit standard for that course has been met. The review committee has the option of recommending that the student retake the course, be provided additional remediation, or based on the documentation, has met the requirements for the exit standard.
- The principal reviews the recommendation by the committee and makes the final decision regarding the student meeting the exit standard for the course.

North Carolina Graduation Project Requirements

North Carolina Graduation Project components will be developed, monitored, and scored locally using state adopted rubrics. Requirements of the senior project will include:

- a review process;
- an eight to ten page research paper written on an approved topic of student choice;
- a product related to the paper that requires significant hours of work;
- a portfolio that reflects the senior project process;
- a presentation to a panel of community and faculty members; and literature, service-based learning, or work-based learning experiences as defined by state rubrics.

TESTING PROGRAM

Stanly County Schools offer a comprehensive testing program to assist students with educational and career choices. Students and parents with questions about any part of the testing program are encouraged to contact the guidance department and confer with the counselors by phone or personal appointment.

HIGH SCHOOL EXAMS

*****All high school exams count 25% of the total course grade.*****

END-OF-COURSE TESTS

All students enrolled in courses in which an End-of-Course test will be administered must take the test. Students and teachers will be notified at the beginning of each year concerning End-of-Course testing. Currently, End-of-Course tests are administered for the following courses and count 25% of the total course grade:

English I
Biology
Chemistry
Algebra I
Geometry

Algebra II
Physics
Physical Science
Civics and Economics
US History

VoCATS

The Vocational Competency Achievement Tracking System (VoCATS) is both an assessment and instructional tool. It is a competency-based management and student achievement tracking system ending with a state-designed post-assessment. These assessments are administered to all students in Career/Technical Education classes and those that are not field tested will count 25% of the total course grade.

ADVANCED PLACEMENT EXAMS

All students who are registered for advanced placement courses are expected to take the AP examinations. Colleges may award credit to a student based on the AP exam scores.

PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)

The PSAT will be given to students who pass geometry in order to prepare them for the SAT or ACT. A comprehensive analysis of results will be provided. This information can be used to help students prepare for the SAT or ACT.

SCHOLASTIC APTITUDE TEST (SAT)

This test assesses a student's ability to do college work. Four-year colleges in North Carolina currently accept and may require a score from the SAT for admissions and/or scholarship applications. Students may get applications and SAT test dates in the school guidance office. Albemarle High School and West Stanly High School are SAT administration sites. Additional information can be obtained from the following web site: www.collegeboard.com.

AMERICAN COLLEGE TEST (ACT)

This test assesses a student's ability to do college work. Students may get applications and test dates for the ACT in the school guidance office. Most colleges in North Carolina and other states accept the ACT test score in place of the SAT. Additional information can be obtained from the following web site: www.act.org.

NORTH CAROLINA COMPUTER SKILLS TEST

All students other than Occupational Course of Study students are required to pass the NC Computer Skills Test in order to graduate from high school with a diploma. Occupational Course of Study students must meet computer requirements outlined in their IEP. Classes are provided in all high schools to assist students in passing these tests.

CLASS RANK

North Carolina legislation requires all graduates to have a standardized high school transcript. In order to meet that requirement, the Department of Public Instruction developed a standard for calculating a weighted grade point average and class rank.

Class rank is based on a weighted grade point average in which one (1) quality point or weight is added to passing grades earned in Honors courses and two (2) quality points are added to passing grades earned in Advanced Placement courses. Such a system is intended to encourage students to take more challenging and rigorous courses in preparation for post-secondary education.

Identification of a valedictorian and a salutatorian will be based on the cumulative GPA for all eight semesters of high school work and the final class rank. The valedictorian is the student who has the highest class rank in the graduating class; the salutatorian, the second highest rank -- provided the students were enrolled in the school by the first day of school of the 12th grade year.

GRADE POINT AVERAGE PROCEDURES

Grade Point Average (GPA) is calculated at the end of each semester. GPAs are calculated based on the following scale:

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>
96-100 = 4.0	92 = 3.50	84 = 2.50	76 = 1.50	69 = 0
95 = 3.875	91 = 3.375	83 = 2.375	75 = 1.375	
94 = 3.75	90 = 3.25	82 = 2.25	74 = 1.25	
93 = 3.625	89 = 3.125	81 = 2.125	73 = 1.125	
	88 = 3.00	80 = 2.00	72 = 1.00	
	87 = 2.875	79 = 1.875	71 = 1.00	
	86 = 2.75	78 = 1.75	70 = 1.00	
	85 = 2.625	77 = 1.625		

GRADE CLASSIFICATION

To be classified as a **sophomore**, a student must have passed the number of units equal to his maximum potential less 2 units;

To be classified as a **junior**, a student must have passed the number of units equal to his maximum potential less 3 units;

To be classified as a **senior**, a student must have passed the number of units equal to his maximum potential less 4 units.

WEIGHTED COURSES

The following is a list of weighted courses taught throughout Stanly County Schools. Additional weighted courses are taught at the community college and are listed under QUICKStart and CAREERStart. The course descriptions indicate the schools where the courses are taught. The purpose of honors courses is to provide the opportunity for advanced work and to promote rigorous academic study. These courses are designed for students who have demonstrated an advanced level of interest, learning, and achievement in a given subject area. Students should understand honors courses are more demanding and have requirements beyond those of standard courses.

HONORS COURSES

(One point added to grade points)

- English I Honors
- English II Honors
- English III Honors
- English IV Honors
- Geometry Honors
- Algebra II Honors
- Pre-Calculus Honors
- Calculus Honors
- Discrete Math Honors
- Physical Science Honors
- Biology Honors
- Biology II Honors
- Earth/Environmental Science Honors
- Advanced Environmental Science Topics Honors
- Chemistry Honors
- Chemistry II Honors
- Physics Honors
- Physics II Honors
- Astronomy Honors
- Anatomy/Physiology Honors
- Teacher Cadet Honors
- US History Honors
- World History Honors
- Civics and Economics Honors
- Spanish III Honors
- Spanish IV Honors
- French III Honors
- French IV Honors
- Latin III Honors
- Vocal Music III Honors
- Vocal Music IV Honors
- Band III Honors
- Band IV Honors
- Visual Art III Honors
- Visual Art IV Honors
- Theatre Arts III Honors
- Theatre Arts IV Honors
- Dance III Honors
- Dance IV Honors
- Journalism II Honors
- Yearbook Honors
- Yearbook Editors Honors
- e-Commerce I Honors

HONORS COURSES

- e-Commerce II Honors
- Computer Engineering Technology II Honors
- Print Media II Honors
- Print Media III Honors
- Computerized Accounting II Honors

ADVANCED PLACEMENT COURSES

(Two points added to grade points)

- Advanced Placement Spanish
- Advanced Placement French
- Advanced Placement Statistics
- Advanced Placement Government
- Advanced Placement Calculus AB
- Advanced Placement Calculus BC
- Advanced Placement English
 - Literature and Composition
- Advanced Placement US History
- Advanced Placement Chemistry
- Advanced Placement Earth Environmental
- Advanced Placement English
 - Language and Composition
- Advanced Placement Biology
- Advanced Placement Physics

GRADUATION SCHEDULE 2010
Stanly County Agri-Civic Center
June __, 2010

10:00 a.m.	West Stanly
2:00 p.m.	Albemarle
5:00 p.m.	North Stanly
8:00 p.m.	South Stanly



**MINIMUM UNIVERSITY OF NORTH CAROLINA SYSTEM
ENTRY REQUIREMENTS**

English	4 units
Mathematics	4 units (Recommend taking a math in the 12th grade)
Science	3 units (1 life, 1 physical, 1 earth/environmental science)
Social Studies	3 units (World History, Civics & Economics, U.S. History)
Foreign Language	2 units (Required) (Recommend taking a foreign language in the 12th grade)
Health/Physical Education	1 unit

**PRIVATE POST-SECONDARY INSTITUTION
ADMISSION REQUIREMENTS**

Private institutions of higher education have varying standards for admission. Students should consult the current catalog for any institution in which they are interested in attending.

**ACADEMIC ELIGIBILITY REQUIREMENTS
FOR INTERCOLLEGIATE SPORTS**

Many college athletic programs are regulated by the National Collegiate Athletic Association (NCAA). The NCAA has three divisions: I, II and III. Institutions are members of one or another division according to the size of their athletic programs and whether they provide athletic scholarships.

Students who are planning to participate in Division I or II athletics must meet certain academic eligibility requirements. Academic standards are set by the NCAA and may vary from year to year. For the latest information on academic eligibility requirements for intercollegiate sports go to the following link on the Internet:

<http://www.ncaaclearinghouse.net/ncaa/NCAA/common/index.html>

It is the responsibility of the student athlete to meet the academic requirements and complete the certification process. Consult your Guidance Counselor or Athletic Director for the latest brochures published by the NCAA, which can be found online at the above internet address. The NCAA recommends student athletes begin the certification process at the end of their Junior year.

NORTH CAROLINA ACADEMIC SCHOLARS PROGRAM REQUIREMENTS

The following revised plan is effective for students who enter the ninth grade.

Students must:

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

Credits The following designated number of credits per subject area listed below must be taken in grades 9-12.

4	English Language Arts I,II,III,IV
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)
3	Science (a Physics or Chemistry course, Biology, and an Earth/Environmental Science course)
3	Social Studies (World History, Civics/Economics, and U.S. History)
2	Languages other than English (two credits of the same language)
1	Healthful Living
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.)
	Note: Stanly County Schools requires 28 total credits to receive a high school diploma



Time Management Tips For High School Students

It's 10 p.m. – Do You Know Where Your Homework Is?

Does it seem like there's never enough time in the day to get everything done? Feel like you're always running late? Here are some tips for taking control of your time and organizing your life.

1. Make a "To Do" List Every Day.

Put things that are most important at the top and do them first. If it's easier, use a planner to track all of your tasks. And don't forget to reward yourself for your accomplishments.

2. Use Spare Minutes Wisely.

Get some reading done on the bus ride home from school, for example, and you'll kill two birds with one stone.

3. It's Okay to Say "No."

If your boss asks you to work on a Thursday night and you have a final exam the next morning, realize that it's okay to say no. Keep your short- and long-term priorities in mind.

4. Find the Right Time.

You'll work more efficiently if you figure out when you do your best work. For example, if your brain handles math better in the afternoon, don't wait to do it until late at night.

5. Review Your Notes Every Day.

You'll reinforce what you've learned, so you need less time to study. You'll also be ready if your teacher calls on you or gives a pop quiz.

6. Get a Good Night's Sleep.

Running on empty makes the day seem longer and your tasks seem more difficult.

7. Communicate Your Schedule to Others.

If phone calls are proving to be a distraction, tell your friends that you take social calls from 7-8 p.m. It may sound silly, but it helps.

8. Become a Taskmaster.

Figure out how much free time you have each week. Give yourself a time budget and plan your activities accordingly.

9. Don't Waste Time Agonizing.

Have you ever wasted an entire evening by worrying about something that you're supposed to be doing? Was it worth it? Instead of agonizing and procrastinating, just do it.

10. Keep Things in Perspective.

Setting goals that are unrealistic sets you up for failure. While it's good to set high goals for yourself, be sure not to overdo it. Set goals that are difficult yet reachable.

Consider these tips, but personalize your habits so that they suit you. If you set priorities that fit your lifestyle, you'll have a better chance of achieving your goals.

(taken from the College Board website: <http://www.collegeboard.com/student/plan/college-success/116.html>)

Take Control of Homework

So It Doesn't Control You

You may not realize it memorizing the periodic table at 2 a.m., but homework is a good thing. It helps you:

- Practice what you've learned during the day.
- Establish study habits that will be critical in college.
- Prepare for your classes.
- Get a sense of progress.

Homework Tips

Set the Mood

Create a good study area with all the stuff you need (for example, a dictionary). If you don't have a quiet place at home, try the school or local library.

Know Where to Begin

Make a prioritized list of everything you need to do, so you can't use "I don't know where to start" as an excuse. Just don't over-schedule yourself. Without some flexibility, you'll set yourself up to fail.

Study at the Same Time Every Day

Even if you don't have homework, use the time to review notes. If homework is something you accept as part of your day, you'll approach it with less dread. Plus, you'll become a pro at using time productively.

Keep Things in Perspective

Know how much weight each assignment or test carries, and use your time accordingly.

Get More Involved

Ever feel like you can't stay awake to read something, let alone process it? Keep your mind from wandering by taking notes, underlining sections, discussing topics with others, or relating your homework to something you're studying in another class.

Organize the Information

People process information in different ways. Some people like to draw pictures or charts to digest information, other people like to read out loud or make detailed outlines. Try to find the best methods that work for you. Ask your teacher for recommendations if you're having trouble.

Take Advantage of Any Free Time

If you have a study hall, or a long bus ride, use the time to review notes, prepare for an upcoming class, or start your homework.

Study with a Friend

Unless it's too distracting, get together with friends and classmates to quiz each other, compare notes, and predict test questions.

Celebrate Your Achievements

Reward yourself for hitting milestones, or doing something well.

If you have concerns about the amount or type of homework you have, you may want to talk to your teacher, advisor, or counselor. (taken from the College Board website: <http://www.collegeboard.com/student/plan/college-success/116.html>)

Reading

Tips for Success

Much has been written for students on the topic of improving writing skills, but few articles discuss how to become a better reader. Of course, reading and writing go hand in hand; the better you comprehend a text, the more likely it is that you will successfully put your thoughts about it onto paper. So it's important to develop both strong reading and writing skills. With that in mind, check out the following suggestions on how to improve your reading comprehension:

Annotate

Be an active reader. Instead of passively reading a text, sit with a pen or a pencil in hand. Be ready to take notes in the margins of your book about important story elements, key factual information, and significant ideas in the text. If you don't own the book, you can jot down your thoughts on Post-it Notes and stick them on the appropriate pages.

Be Aware of the Author's Writing Style

Every author writes with a purpose. So he or she deliberately uses methods to successfully relate specific information to the audience. When you're reading, look for patterns in the author's writing. For example, you may notice a repetition of key words, phrases, or symbols or the use of a distinct type of sentence structure. Authors employ these writing strategies to help readers comprehend a central argument or theme, so be sure to explore how these techniques create meaning.

Do Research

Remember when you're reading that you are never alone. The odds are that many people before you have read the assigned text, and more than likely, many people have researched it as well. Literary critics have written vast numbers of analytical and critical pieces on countless books. If you're having trouble understanding a particular text, do some research and see what knowledgeable sources have to say about it. In addition to increasing your comprehension, you'll also be showing initiative, something teachers always like to see. As a note of caution, though, always use legitimate and scholarly sources. SparkNotes and CliffsNotes don't count.

Use a Dictionary

Invest in a small dictionary, and keep it with you when you're reading. Many times, you can figure out the meaning of an unfamiliar word by using context clues, but at other times, you can't. Rather than simply skipping over the words you don't know, take the time to look them up. The results will be well worth the effort. Your comprehension will increase greatly, and you'll build up your vocabulary at the same time.

Keep a List of Questions

When you're reading and feeling confused, write down any questions you have. Sometimes as you read further, your questions will be answered. If not, don't be afraid to ask for help from your teachers. That's their job. Remember, teachers give the assignments, so they've read the texts and understand them. When you have specific questions, your teachers can provide answers that will help you better understand the material.

The philosopher Sir Francis Bacon said, "Knowledge is power." Improving your reading comprehension is the key to gaining important knowledge and making the most of your education. So pick up a book ... and a pen.

(Taken from the College Board website: <http://www.collegeboard.com/student/plan/boost-your-skills/189995.html>)

The Keys to Effective Writing

Tips for Tackling Your Essays and Papers

Writing skills are essential for succeeding in high school, college, and on the job. If essays and papers stress you out, keep in mind that writing is not just an end result, but also a process that helps you develop your ideas and think logically.

Get Started

Begin by brainstorming topics, collecting information, taking a lot of notes, and asking a lot of questions. Keep your notes and sources organized as you go.

When developing your topic, look for patterns and relationships. See what conclusions you can draw. Try discussing your ideas with classmates or your teacher. A new perspective can help shake up your thinking, and keep your momentum going.

Organize Your Writing

Develop an outline to help you stay on track as you write, identifying your main points and your conclusions. Keep in mind basic essay structure:

- **Introduction:** Give your reader an idea of the essay's intent, including a basic statement of what the essay will discuss.
- **Body:** Present the evidence that supports your idea. Use concrete examples and avoid generalities.
- **Conclusion:** Summarize and make sense of the evidence you presented in the body.

Draft Your Essay

You may find, as you write, that you end up with a different idea from the one you began with. If your first topic or conclusion doesn't hold water, be open to changing it. If necessary, rewrite your outline to get yourself back on track. Other important writing tips:

- **Keep your audience in mind:** Write for the general reader, unless your teacher tells you otherwise. The general reader refers to anyone of average intelligence with a fairly sound, basic education.
- **Get acquainted with the vocabulary:** Become familiar with the vocabulary of your subject. For example, when writing about fiction, drama, and poetry, critical writers use words such as syntax, tone, attitude, voice, speaker, and thesis.

Refine and Proofread

When you're done with the rough draft, take a break so you can come back to your writing with fresh eyes. Ask yourself:

- Is the writing clear?
- Do the ideas make sense?
- Are my ideas supported by evidence?
- Are all of my requirements fulfilled?
- Did I avoid repetition?
- Have I used proper grammar and spelling?
- How does it sound read out loud?

Leave enough time to show your draft to others — use your school's writing center, if possible. A fresh perspective can help you polish your paper, and catch inconsistencies and mistakes.

Read More

What you read influences how you write and can become your teacher without your being aware of it. Keep this in mind when choosing between *Teen People* and challenging novels like *Great Expectations*.

Not sure what to read? If you liked a book you read in class, ask your teachers to recommend others like it, or read more by the same author. For ideas on great reading check out our [101 Great Books](#) list.

Reading is also a great way to conquer writer's block. Reading helps exercise your mind and get your ideas moving again. Of course, a great way to prevent writer's block is to write more.

The Keys to Effective Writing continued

Write More

You've heard it before, but this advice never gets old: practice makes perfect. The more writing you do, the better you'll get. And as your skills improve, so will your enjoyment. Here are a few ways some students write outside the classroom that you might want to consider:

- Keep a journal of your thoughts and the events of the day.
- Start a 'zine with your friends on topics important to you.
- Write letters to the editor of the magazines and newspapers you read.

When you're in the habit of writing—no matter what kind of writing it is—papers and essays won't seem as difficult. (taken from the College Board website: <http://www.collegeboard.com/student/plan/boost-your-skills/122.html>)

Exam Day: I Will Survive

Essential Test-Taking Tips

Try out these strategies while you're still in high school, and by the time you get to college, you'll be a test-taking expert.

Before the Test

Eat well.

Studies show that you need good nutrition to concentrate and perform your best.

Bring the right supplies.

Bring your pencils, erasers, pens, rulers, compasses, calculators, or whatever else you'll need on test day.

Review the whole test before you start.

See how many sections and what types of questions are on the test. Consider how much time to allow for each section, basing your decision on the point value of each. You don't want to spend too much time on a question that counts for only a few points.

Jot down your first thoughts.

From your first look at the test, take quick notes on ideas you might forget. For example, you may want to outline your answers to written response and essay questions right away.

During the Test

Read the directions.

Never assume that you know what the directions say. For example, some questions may have more than one correct answer.

Answer easy questions first.

Answering easier questions may jog your memory about useful facts. You may also come across information that can help you with other questions.

Answer every question.

Unless there's a penalty for wrong answers, it can't hurt to try.

Ask questions.

If a question isn't clear, talk to your teacher. If that's not possible, explain your answer in the margin.

Identify key words.

This will help you focus on the main idea of challenging questions.

Rephrase difficult questions.

To understand questions better, rewrite them in your own words, but be careful not to change the meaning.

Organize your thoughts before you write.

Spend some time organizing your responses to short-answer and essay questions. You'll reduce the time you need to revise.

Write neatly.

Be sure you don't lose points on answers the instructor can't read.

Use all of the time you're given.

If you finish early, don't race out. Use the extra time to proofread and edit your answers.

(Taken from the College Board website: <http://www.collegeboard.com/student/plan/boost-your-skills/10296.html>)

It's Online, but Is It On Target?

Using the Web Wisely

Thanks to the Web, information is easier to find than ever before, but it's also easy, and inexpensive (if not free), to post something online. Anyone can do it. Whether you're writing a term paper, studying for an exam, deciding which product to buy, or who to support in the next election, the challenge is to select only reliable sources.

How can you tell a solid source from one that is more likely to have factual errors, present only one side of an argument, or worse? Here are some guidelines gleaned from university library websites around the country.

Research with Attitude

Conduct your research with the attitude of a skeptic. As you examine websites for clues that they're trustworthy, ask these questions:

- Who authored the Web page? If you can't identify the individual or organization responsible for the information, don't use it.
- What are the author's qualifications for writing on the subject?
- Has the article passed through an editorial process designed to ensure quality and accuracy?
- What is the website's purpose? Look out for motives, like selling products and winning votes, that could result in biased or incomplete information.
- Is the information accurate? Is it up-to-date?
- Where did the author get this information?

Dot-What?

Skepticism saves the day. First, look at the site's address. What follows the dot?

- **Dot-com** usually indicates a for-profit business. Dot-coms include well-known and respected newspapers, as well as businesses whose main concerns are profits.
- **Dot-org** usually indicates a not-for-profit organization. Many dot-orgs present unbiased information, but others have political agendas, focus on debatable issues instead of facts, and might not present all sides of an argument.
- **Dot-net** probably means that you're looking at a personal website. A tilde (~) in the address is another strong clue. Remember: anyone can write something and post it to the Web.
- **Dot-gov** indicates a federal government website. The government is a good source of statistics and its sites are widely considered among the most reliable.
- **Dot-edu** indicates a university website. University sites are also considered very trustworthy. However, anyone associated with a school, whether a world-renowned scholar or a freshman, can be given space on its server. Professors sometimes put student course work up on the Web, but that doesn't mean they're vouching for the information's accuracy.

Read Between the Lines

Anyone can write something and post it to the Web. You'll need to make some judgment calls based on your own analysis of the site and the article.

- Look for facts you know or can check out with a trusted source. If the article has those right, it's more likely that information new to you is also accurate.

It's Online, but Is It On Target?

- Study the language the writer uses. Is it angry, satiric, ironic, overly impassioned? Or is the language appropriate for an unbiased source of information?
- Are the arguments logical? Are they backed up by evidence? Do the conclusions make sense given the evidence?
- Does the author acknowledge sources? Expect a bibliography for scholarly writing.
- As always, presentation counts. Consider everything from design to spelling. A clean, thought-out site indicates a certain degree of professionalism.

More Tips

Finally, look beyond the article for more clues.

- Check out the home page and the About Us page. Look for a mission statement to learn more about the site, its purpose, and the organization sponsoring it.
- Look for a biography of the author that discusses the author's education, profession, and other relevant background. If there is no bio, look for one elsewhere on the Web.
- Use the traffic rankings search box on Alexa, a Web navigation tool, to search for sites that link to the site you're investigating. Do any reputable directories link to the site?

(Taken from the College Board website: <http://www.collegeboard.com/student/plan/boost-your-skills/109995.html>)

ACADEMIC CORE COURSE DESCRIPTIONS

Course codes are being updated by DPI. Any code changes will be updated in the handbook and posted on the Stanly County website.

ENGLISH

- 10102A Pre-English 9 (AHS) Grade 9
This course is scheduled for all incoming freshmen during the first semester of ninth grade in order to offer the necessary skills and knowledge to move through the high school curriculum toward graduation. In-depth lessons are incorporated that use a variety of teaching techniques, cooperative learning activities, and time management skills. Students gain study, organizational, and note taking skills. This course also provides students foundation for success in English I by teaching skills necessary for interpretation of literature and grammar usage.
- 10102A EC Pre-English 9 (AHS) Grade 9
- 10212A English I Grade 9
102121 EC (AHS, NSHS, WSHS)
This course challenges students to acquire, master, and apply skills in studying, writing, grammar, vocabulary and literature (terms, types and elements). Emphasis is placed on grammar usage, writing format and interpretation of literature.
- 10215A English I Honors (AHS,NSHS,SSHS, WSHS, SECHS) Grade 9
This course is a study of literature (types, elements and terms), writing, grammar and vocabulary. Students taking this course should have the English skills necessary to meet a demanding course of study. Emphasis is placed on oral and written communication skills.
- 10222A English II Grade 10
102221 EC (AHS, NSHS, WSHS)
This course builds on skills mastered in English I and applies them to world literature and analytical writing. Emphasis is placed on writing skills needed for the development of the five-paragraph essay.
- 10225A English II Honors (AHS,NSHS,SSHS, WSHS, SECHS) Grade 10
Students taking this course should have well-developed English skills to meet a demanding course of study. English II Honors focuses on reading, writing, speaking, listening and viewing. Emphasis is placed on the study of world literature and analytical writing in preparation for a four-year college.
- 10232A English III Grade 11
102321 EC (AHS, NSHS, WSHS)
This course builds on skills mastered in English II and applies them to American literature, writing and research. Students analyze American literature in terms of social perspective and historical significance. Critical analysis of texts is emphasized through reading, writing, speaking, listening, and using media.
- 10235A English III Honors(AHS,NSHS,SSHS, WSHS, SECHS) Grade 11
Students taking this course should have the appropriate English skills to meet a demanding course of study. English III Honors applies higher-level thinking skills in reading, writing, speaking, listening and viewing.
- 10357A AP English Language and Composition (AHS, West)
This course follows the course outline for Advanced Placement English Language and Composition as set by the Educational Testing Service. All students are expected to take the AP examination. Colleges may award credit to a student based on the AP exam.

***Prerequisite for All English IV classes: Students must complete the research paper for the Graduation Project**

- *10242A English IV Grade 12
102421 EC (AHS, NSHS, WSHS)
English IV requires students to extend the skills mastered in reading, writing, listening, speaking and viewing and to apply them to a survey of British literature.
- *10245A English IV Honors(AHS,NSHS,SSHS, WSHS, SECHS) Grade 12
English IV Honors requires students to demonstrate the ability to use analysis, synthesis and evaluation in a survey of British literature. Students taking this course should have the appropriate English skills to meet a demanding course of study. May require additional reading prior to enrollment
- *10245B English IV Honors (Companion course to AP English Literature and Composition) Grade 12
- 10367A AP English Literature and Composition Grade 12
This course follows the course outline for Advanced Placement English Literature and Composition as set by the Educational Testing Service. All students are expected to take the AP examination. Colleges may award credit to a student based on the AP exam.
- 10312J Journalism I (NSHS, SSHS, WSHS, SECHS) Grades 10-12
This course covers publication as it pertains to high school needs. Study builds from basic principles and procedures to actual publication. Students have the opportunity to learn different aspects of publishing.
- 10322J Journalism II (AHS, NSHS, SSHS< WSHS) Grades 11-12
Prerequisite: Journalism I
This course continues the study of publication as it pertains to high school needs. Students work on school publications and have the opportunity to explore the different aspects of publishing.
- 10325J Journalism II Honors (one semester only) ((NSHS, SSHS, WSHS) Grades 11-12
Prerequisite: Two semesters of journalism; Teacher recommendation.
Advanced journalism students will further develop sound journalistic skills in planning, interviewing, in-depth reporting, writing, editing, photographing, and managing ability. They will participate in leadership roles, participate in workshops, maintain portfolios of work, and complete an independent project.
- 10312A Yearbook I (SSHS) Grades 11-12
(NSHS, WSHS) Grades 10-12
The yearbook staff is responsible for planning and producing the school yearbook. Members of the class are responsible for selling advertisements, planning photography, writing suitable copy, drawing layouts and participating in selling yearbooks to the student body.
- 10322A Yearbook II (SSHS, NSHS, WSHS) Grades 11-12
Prerequisite: Yearbook I
The yearbook staff is responsible for planning and producing the school yearbook. Members of the class are responsible for selling advertisements, planning, photography, writing suitable copy, drawing, layouts, and participating in selling yearbooks to the student body.
- 10315A Yearbook Honors (one semester only) (NSHS, SSHS, WSHS) Grades 11-12
Prerequisite: Two semesters of yearbook; Teacher recommendation.
Advanced yearbook students will continue to develop their managing ability and publication skills in planning, writing, editing, and designing. They will participate in workshops, assume a leadership role and responsibilities as a section editor or editor-in-chief, sell required ads, maintain a portfolio of work, and complete an independent project.
- 10312B Yearbook Editors ((NSHS, SSHS, WSHS) Grades 11-12
Yearbook editors are responsible for editing proofs as well as completing the final edition of the yearbook. Students review journalism principles and plan for the next publication. Teacher recommendation.

10315B Yearbook Editors Honors (one semester only) (NSHS, SSHS, WSHS) Grades 11-12

Prerequisite: Two semesters of Journalism or Yearbook; Teacher recommendation.

Advanced editors will assume leadership in editing and correcting proofs and completing the final edition of the yearbook. They will use advanced journalism principles and polish layout design skills in creating other school publications. Individuals will develop and present a potential yearbook plan with theme, cover and page design ideas. Students will participate in workshops and submit work for scholastic organization competition.

10312T Print Media I (AHS) Grades 11-12

Prerequisite: Teacher recommendation and application. Replaces journalism and yearbook.

This course covers publication as it pertains to yearbook, high school newspaper, and video-broadcast. Students will be introduced to sales skills, business skills, computer page-design, digital photography, computer photo development, video production, and journalistic writing and editing.

10312U Print Media II (AHS) Grades 11-12

Prerequisite: Print Media I

This course continues publication specifically as it pertains to yearbook, newspaper, and video-broadcasts to students who wish to remain staff members. Students will further develop skills in sales, business, page-designing, digital photography, computer plot-development, video production, and journalistic writing and editing. In addition to publication production these second time staff members will be required to create several school printed products (programs, brochures, pamphlets, etc).

10315U Print Media II Honors (one semester only) (AHS) Grades 11-12

Prerequisite: Print Media I

In addition to requirements for the standard version of Print Media II, these students will assume editor roles on either yearbook or newspaper sections. Students will create a publication portfolio of all printed media.

10325V Print Media III Honors (one semester only) (AHS) Grades 11-12

Prerequisite: Print Media II

Advanced media students will assume high level management positions on yearbook, newspaper, or in school broadcasting. These editors-in-chief will oversee section editors and staff, in addition to participating in the production of school publications. An in depth portfolio and independent project are required.

95102A SAT Preparation Grades 10-11

Prerequisites: English I and Geometry

This is a one-block course designed for college preparatory students who plan to take the SAT. The course emphasizes the development of vocabulary and critical thinking skills and assists students in preparation for the SAT in both the verbal and mathematical areas.

10292B GOALS (Grammar, Organization and Language Skills) (NSHS, SSHS, WSHS, SECHS) Grades 9-12

102921 EC

Prerequisite: Teacher recommendation.

A course to improve study, communication, organizational, literacy, writing, and time management skills.

10061A Competency Reading (AHS, WSHS)

Grades 9-12

This course focuses on reading strategies for reinforcing basic reading skills.

10252C Creative Writing (WSHS, SECHS) Grades 11-12

Prerequisite: English I, II

Students will explore different modes and genres of writing, experimenting with voice, audience, purpose, and style.

10142A Oral Communications (WSHS) Grades 10-12

Students study proper techniques of oral communication; they learn to speak with ease and confidence in a variety of situations.

- 95152B Media Technology (NSHS, WSHS, SSHS) Grades 11-12
Prerequisite: Teacher recommendation
This course provides instruction in the use of libraries and hands-on use of computers and CD-ROM programs that are housed at the school site. Students are trained in all areas of library management and support.
- 998529 Assistantship (SSHS, WSHS) **NO CREDIT** Grade 12
Assistantships are available to seniors only and offer no credit toward graduation. Students are placed as assistants in the main office or guidance office. Duties vary by area but may include making copies, running errands within the school, taking phone messages, etc. Students must exhibit dependability and the ability to work well with others.
- 102901 English: Life Skills (EC) Grades 9-12
Class membership is determined by a student's Individual Education Plan. Reading, writing, and comprehension skills are taught at appropriate levels. Life skills are stressed. See counselor.
- 95125A Cadet Teaching Honors (AHS, NSHS, SSHS) Grades 11-12
Prerequisite: Teacher recommendation.
This course is designed for students interested in becoming a professional educator. One-fourth of the course work is instruction in the art and science of teaching; three-fourths is spent in an internship in an elementary classroom. Students must provide transportation.
- 10292A Leadership Skills (AHS) Grades 9-10
This course provides opportunities for students to develop character education, self-esteem, communication skills, and a career aptitude.
- 10272A Film as Literature (AHS) Grades 11-12
This is a course designed to analyze literary concepts of film, both past and present. The course will involve writing, critiquing, and thematic analysis using films that speak particularly to literary themes.
- 921002 Occupational English I (EC) Grade 9
Students in Occupational English I explore and examine a variety of communication modes and the importance each plays in daily living and employment settings. They apply reading and writing skills to interpret and express factual, functional information. They use oral language skills to communicate effectively in both formal and informal situations.
- 921102 Occupational English II (EC) Grade 10
This course provides the student with effective communication skills in both daily living and employment settings. Students will write sentences to form paragraphs, expand self-advocacy skills, and use basic word processing.
- 921202 Occupational English III (EC) Grade 11
Students in Occupational English III read, write, and orally express information required in a variety of daily living and employment settings. They identify main concepts and supporting information from printed material. They examine the speaking skills expected in a variety of settings and demonstrate effective oral communication in each.
- 921302 Occupational English IV (EC) Grade 12
Students in Occupational English IV integrate oral, written and visual skills to communicate effectively in a variety of daily living and employment situations. They use written communication for explanatory, argumentative, self-advocacy, and social purposes. They employ visual communication skills to locate and research information.

MATHEMATICS

Future-Ready Core Course of Study Mathematics Graduation Requirements (Policy HSP-N-004 from <http://sbepolicy.dpi.state.nc.us>)

Four units in mathematics for every student:

Effective with the Freshman Class of 2009-2010, Four Mathematics units are required for graduation: [Algebra I, Geometry, Algebra II] OR [Integrated Mathematics I, II, III] plus a fourth mathematics course to be aligned with the student's after-high-school plans.

4 years of mathematics—suitable for UNC General Administration admissions requirements		
Core Mathematics Courses		
Algebra I (2023) Geometry (2030) Algebra II (2024)	OR	Integrated Mathematics I (2051) Integrated Mathematics II (2052) Integrated Mathematics III (2053)
<i>Plus a fourth course to be aligned with the student's after-high-school plans</i>		
Courses that are accepted by the UNC General Administration for admission to UNC institutions		
Courses from the NC Standard Course of Study for Mathematics	Community College Mathematics Courses accepted by the UNC General Administration as the "4 th Math"	
Advanced Functions and Modeling (2025) Discrete Mathematics (2050) Pre-Calculus (2070) Integrated Mathematics IV (2054) AP Statistics (2066) AP Calculus (AB) (2076) AP Calculus (BC) (2077)	<i>Note: Equivalent IB math courses are acceptable for admissions to UNC institutions.</i> MAT 155 and MAT 155A (Statistical Analysis) MAT 171, MAT 171A (Pre-Calculus Algebra) AND MAT 172, MAT 172A (Pre-Calculus Trigonometry) MAT 175 and MAT 175A (Pre-Calculus) MAT 252 and MAT 252A (Statistics II) MAT 271 and MAT 271A (Calculus I) MAT 272 and MAT 272A (Calculus II)	

4 years of mathematics—suitable for entrance to some universities as well as Community Colleges and Technical Schools		
Core Mathematics Courses		
Algebra I (2023) Geometry (2030) Algebra II (2024)	OR	Integrated Mathematics I (2051) Integrated Mathematics II (2052) Integrated Mathematics III (2053)
<i>Plus a fourth course to be aligned with the student's after-high-school plans</i>		
Courses that are not accepted by the UNC General Administration for admission to UNC institutions but may be suitable for meeting the "4 th Math" for high school graduation		
Mathematics Electives	CTE ⁴ Courses that are acceptable substitutions for the "4 th Math"	Community College Mathematics Courses
Analytical Geometry (2031) Trigonometry (2041) Probability & Statistics (2065) Calculus (2073) Special Topics in Math (2063)	Computerized Accounting II (6312) Drafting II (7972) AP Computer Science (2508) Principles of Technology I (8011) Electronics I (7631) PLTW Introduction to Engineering Design (8020) PLTW Principles of Engineering (8021) PLTW Digital Electronics (8022) PLTW Computer Integrated Manufacturing (8030) PLTW Civil Engineering and Architecture (8031) PLTW Biotechnical Engineering (8032) PLTW Aerospace Engineering (8033) PLTW Engineering Design & Development (8040)	MAT 140 and MAT 140A (Survey of Mathematics) MAT 141 and MAT 141A (Mathematical Concepts I) MAT 142 and MAT 142A (Mathematical Concepts II) MAT 145 and MAT 145A (Analytical Math) MAT 151 and MAT 151A (Statistics I) MAT 161 and MAT 161A (College Algebra) MAT 162 and MAT 162A (College Trigonometry) MAT 167 and MAT 167A (Discrete Mathematics) MAT 210 and MAT 210A (Logic) MAT 263 and MAT 263A (Brief Calculus)

20202A Introductory Math

Grade 9

202021 EC

This course reviews basic mathematical skills and introduces the language of algebra and basic algebraic skills.

20632F Foundations of Algebra (AHS, NSHS, WSHS)

Grades 9-12

20632F1 EC

Students develop an understanding of the language of algebra and algebraic symbols. Topics to be covered include properties of real numbers, real number operations, linear equations, linear graphs, exponents and systems of linear equations.

20232X Algebra I (AHS NSHS WSHS)

Grades 9-12

20232X1 EC

Prerequisite: Foundations of Algebra

Students who finish Foundations of Algebra will expand their knowledge with greater emphasis on equations, problem solving, and data analysis.

20232A Algebra I (AHS, NSHS, WSHS, SECHS)

Grades 9-12

Students in Algebra I develop an understanding of the language of algebra. Topics to be covered include, but are not limited to, properties of real numbers, real number operations, solving and graphing linear equations, exponents, systems of equations and inequalities, problem solving, data analysis, relations, functions, and radical expressions.

20212N Progressive Algebra (SSHS)

Grades 9-12

The concepts which make up Algebra I are divided into three modules, one module per six weeks. Students who make a C or better will advance to the next module when report cards are issued. Students who do not advance will receive an IP (In Progress) mark and will be retaught the materials so they can be successful and be prepared to advance. Students who complete all three modules in one semester will receive credit for Algebra I. Students who take more than one semester to complete Progressive Algebra will receive one unit of credit for each semester in which the student completes one or two modules.

20632A Intermediate Geometry

Grades 9-12

Prerequisite: Algebra I or Progressive Algebra

Intermediate Geometry is designed to help the student who had difficulty in Algebra I or Progressive Algebra to prepare for geometry. This course strengthens basic math skills and previews coordinate geometry.

20302A Geometry

Grades 9-12

Prerequisite: Algebra I or Progressive Algebra

This course is a complex study of undefined terms, defined terms, postulates, and theorems. Topics of study include parallel lines and planes, congruent triangles, quadrilaterals, circles, right triangles and the calculations of perimeters, areas and volumes of geometric figures. This course focuses on deductive reasoning (proofs), properties of basic planes and space.

20305B Geometry Honors (AHS, NSHS, SSHS, WSHS, SECHS)

Grades 9-12

Prerequisite: Algebra I or Progressive Algebra

This course is a more in-depth study of the concepts in Geometry. The course will apply higher level thinking skills needed to solve more complex problems. Geometry Honors may require additional assignments/projects outside of the classroom and move at a more rigorous pace.

20632B Intermediate Algebra II (AHS, NSHS, WSHS)

Grades 10-12

Prerequisite: Geometry

Intermediate Algebra II is designed to assist students who had difficulty in Algebra I and/or Geometry prepare for Algebra II.

- 20242A Algebra II Grades 9-12
Prerequisite: Algebra I
Algebra II is a course designed for college preparatory students and others who enjoy mathematics and have done well in previous math courses. Algebra II reviews and builds on concepts learned in Algebra I. Topics studied are real numbers, linear equations, inequalities, systems of equations, polynomials, algebraic fractions, etc. Algebra II requires careful study and detailed work.
- 20245A Algebra II Honors (AHS, NSHS, SSHS, WSHS, SECHS) Grades 9-12
Prerequisite: Algebra I
Algebra II Honors reviews and builds on those concepts learned in Algebra I. Topics include the following: real numbers, linear equations and inequalities, polynomials, algebraic fractions, radical expressions, quadratic equations, complex equations, complex numbers, analytic geometry, variation, logarithmic and exponential functions, matrices, as well as complex and critical thinking.
- 20505A Discrete Math Honors (NSHS, WSHS, AHS) Grades 11-12
Prerequisite: Advanced Functions and Modeling
Discrete Mathematics introduces students to the mathematics of networks, social choice, and decision-making. The course extends the application of matrix arithmetic and probability. Applications and modeling are central to this course. The use of manipulatives, calculators, and application software is expected.
- 20252A Advanced Functions and Modeling (AHS, NSHS, SSHS, WSHS, SECHS) Grades 11-12
Prerequisite: Algebra II
Prerequisite: Physical Science for students attending SECHS
Advanced Functions and Modeling provides an in-depth study of modeling and applying functions. This course will reinforce algebra skills through the use of application problems, technology and mathematical modeling. The use of manipulatives, calculators, and application software is expected.
- 20705B Pre-Calculus Honors Grades 11-12
Prerequisite: Algebra II
This course includes the study of advanced topics in algebra, analytic geometry, and trigonometry.
- 20705A Calculus Honors Grades 11-12
Prerequisite: Pre-Calculus
Calculus Honors is designed and paired with an AP course to prepare students for the Advanced Placement Calculus test. Since Calculus Honors will not satisfy a fourth math requirement, students are expected to continue with AP Calculus during the second semester. Extensive out-of-class work is required.
- 20767A AP Calculus AB Grades 11-12
Prerequisite: Honors Calculus
This course follows the course outline for Advanced Placement Calculus as set forth by the Educational Testing Service. All students are expected to take the AP examination. Colleges may award credit to a student based on the AP exam.
- 20777A AP Calculus BC (NSHS) Grades 11-12
Prerequisite: Honors Calculus
This course follows the outline of BC level of Advanced Placement Calculus. All students are expected to take the AP examination. Colleges may award credit to a student based on the AP exam.
- 20667A AP Statistics Grades 11-12
Prerequisite: Pre-Calculus (Honors Discrete Math recommended)
This class introduces students to major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will observe patterns, departures from patterns, decide what and how to measure, produce models using probability and simulation and confirm models. Technology will be used regularly. All students are expected to take the AP examination. Colleges may award credit to a student based on the AP exam.

200619 <u>Competency Math</u> (AHS) This course focuses on mathematics strategies for reinforcing basic math skills.	Grades 9-12
200821 <u>Fundamental Math I EC</u> (AHS, WSHS) This introductory level class will review basic computation skills, fractions, decimals, and percents to prepare for Introductory Math. Students placed by recommendation of the IEP committee only.	Grades 9-12
206321 <u>Math: Life Skills EC</u> Elective math for identified students to enable them to deal with life situations and math skills.	Grades 11-12
922002 <u>Occupational Mathematics I (EC)</u> Occupational Mathematics I begins the study of computation, financial management, time and measurement, independent living and technology. Students will acquire these skills through hands-on approaches and cooperative learning within the classroom and community.	Grade 9
922102 <u>Occupational Mathematics II (EC)</u> Occupational Mathematics II continues the study of computation and application skills for independent living and successful employment.	Grade 10
922202 <u>Occupational Mathematics III (EC)</u> Occupational Math III emphasizes the application of skills previously learned. In this course, students demonstrate application of the skills in the community and places of employment.	Grade 11

SCIENCE

30102A <u>Physical Science</u> (AHS, NSHS, SSHS, WSHS, SECHS) 301021 EC (AHS, NSHS, WSHS) Physical Science is a survey of concepts relating to matter and energy. Students gain exposure to many of the fundamental laws and theories of chemistry and physics. Many of these concepts are explored in laboratory investigations and described mathematically.	
30202A <u>Biology I</u> 302021 EC (AHS, NSHS, WSHS) Biology is the scientific study of living systems. Laboratory investigations are used to explore biological concepts including the nature of life, the continuity of life, the diversity of life, and ecological relationships.	Grades 9-12
30205A <u>Biology I Honors</u> (AHS, NSHS, SSHS, WSHS, SECHS) This course is an in-depth study of biology, which involves research and individual laboratory work. The topics include: energy of life, cell structure and function, reproduction, genetics, adaptation, classification, psychobiology, environment and biology, dissection and comparative anatomy. Biology Honors is designed to develop the student's ability to observe and understand the living world.	Grades 9-11
30215A <u>Biology II Honors</u> (Companion Course to AP Biology) Prerequisite: Biology I, Algebra II, Chemistry Biology II covers the same concepts as Biology, but it differs in that concepts are covered at a more rapid pace, more detailed knowledge is required, and greater depth of understanding is required. Biochemistry of respiration and photosynthesis is stressed. Advanced Biology Honors is for students who do not wish to continue to AP Biology.	Grades 11-12
30217A <u>AP Biology</u> Prerequisite: Biology II Honors AP Biology is a college freshman biology course designed for the academically involved student to be able to gain competence and receive college credit in the biological sciences. Studies include molecular and cellular biology, organismal biology, principles of ecology, evolution, behavior and social behavior. All students are expected to take the AP examination. Colleges may award credit to a student based on the AP exam.	Grades 11-12

- 30382A Earth/Environmental Science Grades 9–12
 303821 EC (AHS, NSHS, WSHS)
 This science curriculum focuses on the function of the earth's systems. Emphasis is placed on matter, energy, crustal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth system.
- 30385A Earth/Environmental Science Honors(AHS, NSHS, SSHS, WSHS, SECHS) Grades 9-12
 This course covers the objectives as Earth/Environmental Science but differs in that concepts are covered at a more rapid pace, more detailed knowledge is required, and greater depth of understanding is needed.
- 30427A AP Environmental Science (WSHS) Grades 11-12
 Prerequisite: Level II science course
 The AP Environmental Science course is designed to be the equivalent of one-semester college introductory environmental science. Topics include: earth systems, population dynamics, natural resources, and global changes.
- 30502A Chemistry I Grades 10-12
 Prerequisite: Algebra I and Biology I
 Chemistry provides a thorough study of the structure and properties of matter. Laboratory investigations are used to explore chemical principles. Most chemical concepts are expressed quantitatively; therefore, good math skills are necessary.
- 30505A Chemistry I Honors(AHS, NSHS, SSHS, WSHS, SECHS) Grades 10-12
 Covers the same concepts as those in Chemistry I at a more in-depth level. but it differs in that concepts are covered at a more rapid pace, more detailed knowledge is required, and greater depth of understanding is required.
- 30515A Chemistry II Honors Grades 11-12
 Prerequisite: Chemistry, Algebra II
 Chemistry II Honors builds on those concepts acquired in Chemistry I and expands them into the areas of solution stiochiometry, thermo chemistry, molecular geometry, intermolecular forces, colligative properties and acid base equilibria. Chemistry II Honors is a prerequisite for AP Chemistry. Tests are comprehensive and include essay and free response.
- 30517A AP Chemistry Grades 11-12
 Prerequisite: Chemistry II Honors
 The material presented in this course will include the topics normally found in first year college chemistry and follows the advanced placement curriculum for chemistry. All students are expected to take the AP examination. Colleges may award credit to a student based on the AP exam.
- 30295A Genetics Honors (NSHS) Grades 10-12
 Prerequisites: Biology I and Chemistry I
 In this course, students will use labs, computer simulations, research projects and class discussions to investigate the genetic practices, significance, and ethics of such topics as genetic engineering, forensics, stem cells, gene therapy, and genetic profiling. Emphasis will be placed on researching the manipulation of genes and how this could play a role in evolution, health, and environmental fitness.
- 30605A Physics Honors Grades 11-12
 Prerequisite: Pre-Calculus
 Physics provides a thorough investigation of the behavior and structure of matter, including the study of motion, heat, sound, light, electricity, magnetism, and nuclear physics. Laboratory investigations are used to explore these concepts. Physics is a quantitative science that requires good skills in algebra, geometry, and trigonometry.
- 30615A Physics II Honors (NSHS) Grades 11-12
 Prerequisite: Physics Honors
 Students will apply Newtonian Physics to energy, momentum, and extended bodies as well as study of electro-magnetic theory. Ideas are developed from experimental observation to a mathematics model. Laboratory is an integral part of the course.

30705A <u>Astronomy Honors</u> (SSHS, WSHS) Prerequisites: Algebra I and Chemistry Astronomy involves the study of the planets, stars, deep-sky objects and universe. The historical and current science of astronomy will be studied. Emphasis will be placed on observational astronomy and the origins and future of the cosmos. This course will be media intensive utilizing videotapes, slides, computer simulations and astronomy periodicals. Students will need to keep detailed notes. Astronomy requires weekly observation lab sessions, as well as after- school, night, and early morning viewing. A separate laboratory observation notebook will be required.	Grades 11-12
30232A <u>Anatomy/Physiology</u> (SALC)	Grades 9-12
30235A <u>Anatomy/Physiology Honors</u> (AHS, NSHS, WSHS) Prerequisite: Biology and Chemistry This course provides a study of anatomical terminology and body systems with an emphasis on vertebrate dissection and the function of human body systems.	Grades 11-12
30637A <u>AP Physics</u> (NSHS, WSHS, AHS) Prerequisite: Physics I Honors This course provides a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving ability using algebra and trigonometry. It includes topics in both classical and modern physics. All students are expected to take the AP examination. Colleges may award credit to a student based on the AP exam.	Grades 11-12
923102 <u>Occupational Life Skills Science I</u> This course is designed to provide the student with the knowledge necessary to practice safety in all areas of life and maintain a healthy lifestyle.	Grades 9-12
923202 <u>Occupational Life Skills Science II</u> This course is designed to develop skills in basic fundamental science concepts, healthy relationships, and apply them to daily living situations.	Grades 9-12
30800B <u>Life Skills Science I (EC)</u> (AHS, NSHS, WSHS) Physical Science course for IEP identified students. See counselor.	Grades 9-12
30800A <u>Life Skills Science II (EC)</u> (AHS, NSHS, WSHS) Biology course for IEP identified students. See counselor	Grades 9-12

SOCIAL STUDIES

40242A <u>World History</u> 402421 EC (AHS, NSHS, WSHS) World History at the ninth grade level is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. An historical approach will be at the center of the course. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them.	Grades 9
40245A <u>World History (Honors)</u> (AHS, NSHS, SSHS, WSHS, SECHS) World History at the ninth grade level is a survey course that gives students the opportunity to explore themes of human experience common to civilizations around the globe from ancient to contemporary times. Students are required to complete various research projects as well as unique class assignments.	Grades 9
40237A <u>AP European History</u> (AHS) Prerequisite: World History (Honors) This Course offers a comprehensive study of the economic, social, cultural and political themes in European History from the year 1450 to the present. Students will be expected to utilize analytical thinking and persuasive writing techniques in dealing with historical evidence and interpretation.	Grades 11-12

- 40522A Civics and Economics Grades 10
 405221 EC (AHS, NSHS, WSHS)
 Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens. Furthermore, this course serves as a foundation for United States History.
- 40525A Civics and Economics Honors(AHS, NSHS, SSHS, WSHS, SECHS) Grades 10
 This course focuses on the development of economic and political knowledge and skills needed for students to become responsible citizens. The goals are drawn from disciplines of political science, history, and economics. Students are required to complete various research projects as well as unique class assignments.
- 40212B U.S. History Grades 11
 402121 EC (AHS, NSHS, WSHS)
 The study of United States History in the eleventh grade is designed as a survey course and a continuation of the Civics and Economics curriculum. After the study of Civics and Economics, this survey course will begin with the national period and the administration of George Washington. Throughout the competency goals, there will be some overlap of time periods to allow for teacher flexibility and to address the complexity of the issues and events. The overall curriculum continues to current times.
- 40215A U.S. History Honors(AHS, NSHS, SSHS, WSHS, SECHS) Grades 11
 This course is a survey of the history of the United States. Students are required to complete various research projects as well as unique class assignments.
- 40412A Contemporary Studies (AHS, SSHS, NSHS, SECHS)
 Grade 11-12
 This course focuses on current issues and events. It encourages students to work independently and cooperatively to learn the causes and effects of events in today's world.
- 40217A AP U.S. History Grades 11-12
 Prerequisite: U.S. History Honors
 An in-depth study of U.S. History designed to prepare students for the AP College Board exam. Extensive reading, free response essays, and document-based questions are included. All students are expected to take the AP examination. Colleges may award credit to a student based on the AP exam.
- 40047A AP Government and Politics (AHS, NSHS, WSHS) Grades 10-12
 This course offers an in-depth study of government and politics designed to prepare students for the AP College Board Exam. All students are expected to take the AP examination. Colleges may award credit to a student based on the AP exam.
- 40102A History of American Wars (WSHS) Grades 11-12
 Prerequisite: U.S. History
 This course examines three major wars that have shaped American history long after the conflicts on the battlefield have ended. The Civil War, World War II, and the Vietnam War are covered during each of the three six weeks periods. Students attain knowledge of the various important battles that helped determine the outcome of the war as well as the events leading up and following the wars that shaped our country's history and future.
- 924502 Occupational Social Studies I Grade 9
 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, and the three branches of government and major laws that affect citizens. The course also covers state and local government roles and jurisdictions, and issues of personal citizenship.
- 924602 Occupational Social Studies II Grade 10
 This course is designed to teach skills related to self-determination and self-advocacy skills essential for achieving independence and successful adult outcomes.

FOREIGN LANGUAGES

- 10512A Spanish I (AHS, SSHS) Grades 9-12
(WSHS, NSHS) Grades 10-12
Prerequisite for 9th graders: English I
A beginning course in the study of Spanish language and culture. The student learns in Spanish I and II a strong phonetic, grammar and vocabulary base through the integration of the four basic language skills: listening, reading, writing and speaking.
- 10522A Spanish II Grades 10-12
This is a continuation of Spanish I. Students continue to refine their conversational and grammatical skills and become more knowledgeable about Spanish life-styles.
- 10535A Spanish III Honors Grades 10-12
Spanish III is designed to prepare the student to take a university placement exam. Grammatical structures, idioms and all verb tenses are studied. The focus of the class is communicative as the student increases the ability to express written and oral opinions.
- 10545A Spanish IV Honors Grades 10-12
In Spanish IV, the study of all four basic skills intensifies with an emphasis on complex grammatical structures and reading. The student will be required to read excerpts from Spanish literary works.
- 105570 AP Spanish (WSHS) Grades 11-12
This course provides an in-depth study of grammar and Spanish literature designed to prepare the student for the AP College Board exam. All students are expected to take the AP examination. Colleges may award credit to a student based on the AP exam
- 10382A English as a Second Language Grades 9-12
This course assists students whose native language is other than English and who are identified as ESL students. Academic coursework is provided for these students.

HEALTH AND PHYSICAL EDUCATION

- 90112A Health and Physical Education (SSHS, WSHS) Grades 9-10
90112F Health and Physical Education for Females (AHS, NSHS)
90112M Health and Physical Education for Males (AHS, NSHS)
This course provides instruction that helps students understand and accept themselves physically, mentally, socially, and emotionally. Physical activities include conditioning activities, team sports, recreational activities, and rhythmical activities. Instruction is also given in CPR.
- 90152B Physical Development Grades 9-12
Prerequisite: Health/PE
The goal of Physical Development is to develop the body in the areas of strength, quickness, agility, balance, speed, endurance and kinesthetic awareness. Course activities include extensive strength training, agility, flexibility exercises, accelerated calisthenics, and competitive situations.
- 90152A Physical Education II (AHS, SSHS, WSHS) Grades 9-12
Prerequisite: Health/PE
The emphasis of this course is on advanced physical education skills and techniques, which enable the student to play with a greater degree of skill and satisfaction.
- 90152Y Physical Education I/II (NSHS) Grades 9-10
Prerequisite: Health/PE
The goal of this course is to develop the body in the areas of strength, quickness, agility, balance, speed, endurance and kinesthetic awareness. Lifetime sports activities will also be taught.

90152Z Physical Education III /IV (NSHS)

Grades 11-12

This is a health and physical education course that continues to encourage students to eat and exercise properly and to maintain weight control. Cardiovascular fitness is stressed.

90152V Gymnastics/Tumbling (SSHS)

Grades 10-12

Prerequisite: Health/PE

The goal for gymnastics/tumbling is to develop skills such as balance, rhythm, quick and accurate decisions, and to increase strength and flexibility in all parts of the body. Course activities include individual skills as well as compulsory floor and beam routines. This class works on motivation skills and other skills that can be carried over into other sports.

90152P Fitness for Life

Grades 9-12

Prerequisite: Health/PE

This course is designed to use cross training as an optimum route to fitness. Activities include aerobics, running, interval training and weight lifting. Basic anatomy and physiology pertaining to fitness are also taught.

ARTS EDUCATION

Note: A student may take and receive honors credit for honors versions of level III and Level IV courses only. Students may receive credit for two honors courses in each of the arts areas. It is possible that a student could take a maximum total of ten honors courses in arts education. Example: two in dance, two in band, two in visual arts, etc.

VISUAL ARTS

54332A Introduction to Surface Design (Stanly Academy)

Grades 9-12

Prerequisite: Visual Arts I or Teacher Recommendation

This course explores the usage of various media, not limited to textile or fabric art. Screen Printing and other mixed media approaches to creating different surfaces.

54292A Ceramics (Stanly Academy)

Grade 9-12

Prerequisite: None

This course will introduce students to basic forming, modeling, and hand building methods of ceramics. The student will study functional and sculptural art, as well as glazing techniques. Basic firings and ceramic aesthetics will be introduced.

54332B Surface Design II (Stanly Academy)

Grades 10-12

Prerequisite: Visual Arts II/III, or Introduction to Surface Design

This course emphasizes the continued approach to Screen Printing and design for industry. Students are expected to complete a marketing and production of art component.

54152A Visual Arts I

Grades 9-12

This course deals with the fundamentals of drawing and painting. The student is given the opportunity to explore a variety of visual arts media while studying the relationships of two and three-dimensional elements and principles of design.

54162A Visual Arts II

Grades 10-12

Prerequisite: Teacher recommendation and Visual Art I

This course builds on the foundation of knowledge developed in Visual Arts I.

54172A Visual Arts III

Grades 10-12

Prerequisite: Teacher recommendation and two units of Visual Arts. The advanced art courses continue experiences with two and three-dimensional media while placing strong emphasis on experimentation into the different techniques possible within each media.

54175A Visual Arts III Honors (one semester only) Grades 10-12
Prerequisite: Teacher recommendation and two units of Visual Arts.
Visual Arts III Honors is an advanced level course and involves more in-depth knowledge of art processes, media, and history.

54182A Visual Arts IV Grades 11-12
Prerequisite: Teacher recommendation and three units of Visual Arts.
This class allows art students opportunities to further develop talents in medium(s) of their choice. Major project(s) and a portfolio are required.

54185A Visual Arts IV Honors (one semester only) Grades 11-12
Prerequisite: Honors Visual Arts III, teacher recommendation, and three units of Visual Arts.
Visual Arts IV Honors allows serious art students an opportunity to further explore a medium or mediums of their choice. At the same time, the art honors student will undertake a major project(s) and develop a portfolio.
(Students may only receive credit for an individual honors course one time.)

54602A Independent Studies Visual Arts (AHS) Grades 11-12

MUSIC

525523 Band I/Fall Prerequisite: Band previous year and teacher recommendation Grades 9-12
525524 Band I/Spring
525623 Band II/Fall
525624 Band II/Spring

525723 Band III/Fall Grades 11-12
525724 Band III/Spring
525823 Band IV/ Fall
525824 Band IV/Spring

Course content includes developing performance skills to the highest possible levels, playing a range of music literature, developing music reading skills, and developing a working knowledge of basic theory, markings and nomenclature. Band members are expected to perform at school and community events, and school concerts.

525754 Band III/Spring Honors (one semester only) Grades 11-12
Prerequisite: Band II, 3 units of band, and/or teacher recommendation and audition.
Band III Honors provides additional extensions of these goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports.

525854 Band IV Honors (one semester only) Grades 11-12
Prerequisite: Band III Honors, 4 units of band, and/or teacher recommendation and audition.
This course is designed for students who have achieved a high level of performance skills. Course content will include band plus studies of theory, history, and composers. Students will be expected to audition for outside honor bands and/or district level band.

52802A Handbells (NSHS) Grades 9-12
Students learn proper techniques for handling and playing handbells. Students should have some musical background with the basic ability to read music. Performance technique is stressed. (Audition required).

52202A Music Appreciation (AHS, SSHS, WSHS) Grades 9-12
Emphasis in this course is on period music, composers, and listening, not on performance. Students explore major works from different periods and examine great works of art.

52152A Music Theory (AHS) Grades 11-12
Prerequisite: 2 years of prior study
Course is for music students to prepare for freshman college music theory and to expand their musical knowledge. The course deals with the techniques of written composition, ear training, form, analysis, aesthetics, and psychology of sounds.

52302A Vocal Music I Grades 9-12
In this course, students learn the basic skills of correct breathing, music and rhythm reading, diction, and performance techniques.

52312A Vocal Music II Grades 10-12
This class is made up of students who have sung in chorus previously. Students learn more advanced choral techniques and perform more advanced choral music (Audition required).

52322A Vocal Music III Grades 10-12
Prerequisite: Vocal Music II
Students continue their study of advanced choral techniques.

52325A Vocal Music III Honors (one semester only) Grades 10-12
Prerequisite: Vocal Music II and/or teacher recommendation and placement audition.
Vocal Music III Honors addresses the competencies for Vocal Music III and provides additional extensions of these goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports.

52332A Vocal Music IV Grades 11-12
Prerequisite: Three units of Vocal Music and teacher recommendation.
Students continue their study of advanced choral techniques.

52335A Vocal Music IV Honors (one semester only) Grades 11-12
Prerequisite: Vocal Music III Honors and 3 units of Vocal Music and/or teacher recommendation and placement audition.
Students are required to compose and teach original melodies. They will complete assignments in sight singing, music history, and composing. This course is designed for students who have achieved a high level of vocal performance skills.

THEATRE ARTS

53152A Theatre Arts I (WSHS) Grades 9-12
(AHS, NSHS) Grades 10-12
This course focuses on the structure and varieties of drama and theater history. It includes pantomime, improvisation, sets, props, characterization, makeup, diction, and stage movements.

53162A Theatre Arts II (AHS, NSHS, WSHS) Grades 10-12
Prerequisite: Theatre Arts I
This course is designed to focus on more advanced dramatic skills and public productions. All students must be involved in the production requiring after-school work.

53172A Theatre Arts III (AHS, NSHS, WSHS) Grades 11-12
Prerequisite: Theatre Arts II
This course continues to focus on more advanced dramatic skills and public productions. All students must be involved in the production requiring after-school work.

53175A Theatre Arts III Honors (AHS, NSHS, WSHS) (one semester only) Grades 11-12
Prerequisite: Theatre Arts II and teacher recommendation.
Theatre Arts III Honors involves additional in-depth application of theatre arts knowledge, skills, and processes.

53182A Theatre Arts IV Grade 12
 Prerequisite: Theatre Arts III, three units of Theatre Arts, and teacher recommendation.
 Students will explore complex acting techniques and integrate them into improvisations and advanced scene work. They will compose their own scenes and short plays, research and report on playwrights, explore background information, and perform character analysis on selected plays. Students will aid in all elements of play production including acting, promotion and technical theatre. They must concentrate on a specific area of theatrical production beyond course requirements.

53185A Theatre Arts IV Honors (AHS, NSHS, WSHS) (one semester only) Grade 12
 Prerequisite: Honors Theatre Arts III, 3 units of Theatre Arts, and teacher recommendation.
 Theatre Arts IV Honors is an even more advanced continuation of Honors Theatre Arts III and will require students to become independent and motivated learners and to strive for accomplishment, as well as demonstrate leadership and expertise in theatre arts.

DANCE

51152A Dance I (AHS, NSHS, SSHS) Grades 9-12
 (WSHS) Grades 10-12
 Techniques in ballet, modern dance, and jazz are taught with the main emphasis on creative movement.

51162A Dance II Grades 10-12
 Prerequisite: Dance I
 Students continue to refine techniques taught in Dance I with emphasis on creative movement, composition and fluidity.

51172A Dance III Grades 10-12
 Prerequisite: Dance II
 Students continue to refine dance techniques.

51175A Dance III Honors (one semester only) Grades 10-12
 Prerequisite: Dance II, and/or audition and teacher recommendation.
 Dance III Honors provides additional extensions to provide a foundation for advanced technique building, creation of dance choreography, and the study of dance history.

51182A Dance IV Grades 10-12
 Prerequisite: Dance III
 Students continue to refine dance techniques.

51185A Dance IV Honors (one semester only) Grades 10-12
 Prerequisite: Dance III Honors and/or audition and teacher recommendation.
 This course allows students to apply their creative and technical knowledge and skills and use expanded aesthetic criteria to analyze, synthesize, and evaluate their own choreography as well as works of others.

JUNIOR ROTC

JROTC (WSHS)

Grades 9-12

The Air Force Junior ROTC program mission is “to build better citizens for America”.

All students take AFJROTC I. Students may take AFJROTC courses II through VIII. All courses include Aerospace Science, Leadership Education, Marching Drill, Uniforms, and Physical Fitness Training.

95012A JROTC I: This introductory course covers Aviation History, Air Force Customs and Courtesies, and uniform wear. It is a prerequisite to all other AFJROTC courses.

95022A JROTC II:

95032A JROTC III:

95042A JROTC IV:

95015A JROTC I Honors

95025A JROTC II Honors

95035A JROTC III Honors

95045A JROTC IV Honors

JROTC II through JROTC IV Honors:

These upper-level courses include the core skills referenced above. In addition, on a rotating basis over seven semesters, the following academic material will be covered: Astronomy, Global and Cultural Studies, the Science of Flight, and Survival. Leadership Education will cover Life Skills and Career Opportunities, Principles of Leadership and Management, Financial Management, and Communication Skills. Cadets in these courses also play a key role in managing the Cadet Corps.

MISCELLANEOUS

95202K Freshman Seminar (AHS, SSHS)

Grade 9

Freshman Seminar will be offered during the first semester of ninth grade in order to offer the necessary skills and knowledge to move through the high school curriculum toward graduation. In-depth lessons that use a variety of innovative and traditional teaching techniques, including long-term projects, cooperative learning activities, and reflective journal writing, have been created that will help students practice study skills, time management skills, social skills, and human relations skills needed in everyday life and in major academic subjects.

95202V Character Education(SALC, SECHS)

Grade 10

This course is designed to provide students a thorough understanding of the value of ethics in society the consequences of unethical behavior and the qualities of leadership. Students will be engaged in cooperative learning activities as well as be expected to perform research and present arguments (affirmative and negative) to support their conclusions as it relates to ethical conduct.

95502A Discovery (SSHS)

Grade 9-12

Discovery will provide additional academic support for students. In addition to providing support for regular class work, teachers will also teach study and academic skills to fit the individual students' needs as well as assisting students with their study skills and monitoring daily assignments.

95202R Multimedia Technology I (NSHS, AHS)

Grades 10-12

Prerequisite: Computer Applications I, Student Application, and Teacher Recommendation

Students explore CD-ROM applications as well as other AV interfaces with the computer technology available in the Media Center. Class members are actively involved in designing and producing computer applications for school-wide use.

95202S Multimedia Technology II (NSHS)

Grade 12

Prerequisite: Multimedia Technology I

Students use advanced multimedia technology to enhance skills acquired in Multimedia I. The Internet and construction of a web page are used more extensively than in Multimedia Technology I.

CAREER/TECHNICAL CLUSTERS (CTE CLUSTERS)



North Carolina Career Cluster Agriculture, Food and Natural Resources

Foundational:

6810	Agriscience Applications
6811	Agriculture Production I
6812*	Agriculture Production II
6821	Animal Science
6822*	Animal Science II
6825	Equine I
6831	Agricultural Mechanics I
6832*	Agricultural Mechanics II
6833*	Agricultural Mechanics II-Small Engines
6841	Horticulture I
6842*	Horticulture II
6899*	Agricultural Education Advanced Studies
7015	Teen Living
7045	Foods I – Fundamentals
7046*	Foods II – Advanced
7197	Family & Consumer Sciences Education Cooperative Education
7199*	Family & Consumer Sciences Education Advanced Studies

Enhancement:

6200	Principles of Business & Personal Finance
6215	Business Law
6311	Computerized Accounting I
6411	Computer Applications I
6514	Digital Communication Systems
6145	Career Management
7085	Life Management
7098	University-Family & Consumer Science
7099	Community College-Family & Consumer Science
7200	Biomedical Technology
6235/6615	Small Business Entrepreneurship
6621	Marketing
7511	Automotive Service Technology I
7921	Drafting I



North Carolina Career Cluster Architecture and Construction

Foundational:

7015	Teen Living
7055	Housing & Interiors I
7056*	Housing & Interiors II
7197	Family & Consumer Sciences Education Cooperative Education
7199*	Family & Consumer Sciences Education Advanced Studies
7621	Cabinetmaking I
7622*	Cabinetmaking II
7711	Masonry I
7712*	Masonry II
7713	Masonry III
7721	Construction Technology I
7722*	Construction Technology II
7723	Construction Technology III
7921	Drafting I
7962*	Drafting – Architectural II
7963	Drafting – Architectural III
7999*	Trade & Industrial Education Advanced Studies

Enhancement:

6831	Agricultural Mechanics I
6200	Principles of Business & Personal Finance
6215	Business Law
6411	Computer Applications I
6145	Career Management
7085	Life Management
7098	University-FACS
7099	Community College FACS
6235/6615	Small Business Entrepreneurship
7898	University-T & I
7899	Community College-T & I



North Carolina Career Cluster Arts, A/V Technology & Communication

Foundational:

7015	Teen Living
7035	Apparel Development I
7036*	Apparel Development II
7197	FACS Coop Education
7199*	FACS Advanced Studies
7921	Drafting I
7935	Digital Media I
7936*	Digital Media II
7999*	Trade & Industrial Advanced Studies

Enhancement:

6998	University-Agricultural Education
6999	Community College-Agricultural Education
6200	Business & Personal Finance
6215	Business Law
6311	Computerized Accounting I
6411	Computer Applications I
6514	Digital Communication Systems
6145	Career Management
7085	Life Management
7099	Community College – FACS
6235/6615	Small Business Entrepreneurship
6621	Marketing
7511	Automotive Service Technology I
7921	Drafting I



North Carolina Career Cluster Business Management & Administration

Foundational:

6200	Principles of Business and Personal Finance
6215	Business Law
6235/6615	Small Business Entrepreneurship
6311	Computerized Accounting I
6411	Computer Applications I
6412*	Computer Applications II
6514	Digital Communication Systems
6599*	Business & Information Tech Advanced Studies

Enhancement:

6415	eCommerce I
6498	University-Business & Marketing
6499	Community College-Business & Marketing
6145	Career Management
6626	Strategic Marketing
7935	Digital Media I
7991	Computer Engineering Technology I



North Carolina Career Cluster Finance

Foundational:

6200	Principles of Business & Personal Finance
6215	Business Law
6235/6615	Small Business Entrepreneurship
6311	Computerized Accounting I
6312	Computerized Accounting II*
6597	Business & Information Technology Cooperative Ed
6599*	Business & Information Technology Advanced Studies

Enhancement:

6411	Computer Applications I
6498	University Business & Marketing
6499	Community College-Business & Mkt
6145	Career Management
7015	Teen Living
7086	Life (Living Independently through Financial Education)



North Carolina Career Cluster Health Science

Foundational:

7200	Biomedical Technology
7210	Health Team Relation
7211	Allied Health Sciences I
7212*	Allied Health Sciences II
7299*	Health Sciences Advanced Studies

Enhancement:

6200	Principles of Business
6215	Business Law
6311	Accounting I
6411	Computer Applications I
6514	Digital Communication Systems
6145	Career Management
7045	Foods I-Fundamentals
7298	Health Careers Internship
7398	University-Health Sciences Ed
7399	Community College –Health Sciences
6235/6615	Small Business Entrepreneurship
6621	Marketing



North Carolina Career Cluster Hospitality & Tourism

Foundational:

7015	Teen Living
7045	Foods I – Fundamentals
6621	Marketing
6645*	Travel/Tourism & Recreation
6670	Sports & Entertainment Mkt I
6671*	Sports & Entertainment Mkt II
7197	Family & Consumer Science Coop
7199*	Family & Consumer Advanced Studies
6697	Marketing Coop
6699*	Marketing Advanced Studies

Enhancement:

6200	Principles of Business
6215	Business Law
6411	Computer Applications I
6514	Digital Communications Systems
6145	Career Management
7085	Life Management
7098	University – Family & Consumer Science
6235/6615	Small Business Entrepreneurship
6498	University – Business & Marketing
6499	Community College –Business & Marketing



North Carolina Career Cluster Human Services

Foundational:

7015	Teen Living
7065	Parenting & Child Development
7086	Life (Living Independently through Financial Education)
7111	Early Childhood Education I
7112*	Early Childhood Education II
7810	Cosmetology – Introduction
7811	Cosmetology I
7812*	Cosmetology II
7812	Cosmetology III
7197	Family & Consumer Science Coop
7199*	Family & Consumer Science Advanced Studies
7998	Trade & Industrial Coop
7999*	Trade & Industrial Advanced Studies

Enhancement:

6200	Principles of Business
6215	Business Law
6411	Computer Applications I
6514	Digital Communication Systems
6145	Career Management
7098	University – Family & Consumer
7099	Community College – Family & Consumer
6235/6615	Small Business Entrepreneurship
7898	University – Trade & Industrial Education
7899	Community College – Trade & Industrial



North Carolina Career Cluster Information Technology

Foundational:

6411	Computer Applications
6415	eCommerce I
6416*	eCommerce II
6514	Digital Communication Systems
6599*	Business & Information Advanced Studies
7991	Computer Engineering Technology I
7992*	Computer Engineering Technology II
7999*	Trade & Industrial Advanced Studies

Enhancement:

6200	Principles of Business
6412	Computer Applications
6498	University – Business & Marketing
6499	Community College – Business & Marketing



North Carolina Career Cluster Manufacturing

Foundational:

7621	Furniture & Cabinet Making I
7631	Electronics I
7921	Drafting I
7999*	Trade & Industrial Advanced Studies

Enhancement:

6411	Computer Applications I
6415	eCommerce I
6514	Digital Communication Systems
6145	Career Management
6235/6615	Small Business Entrepreneurship
6621	Marketing
7898	University – Trade & Industrial
7899	Community College – Trade & Industrial



North Carolina Career Cluster Marketing

Foundational:

6235/6615*	Small Business Entrepreneurship
6621	Marketing
6670	Sports & Entertainment Marketing I
6697	Marketing Education Coop
6699*	Marketing Education Advanced Studies

Enhancement:

6200	Principles of Business
6215	Business Law
6311	Computerized Accounting I
6411	Computer Applications I
6415	eCommerce I
6514	Digital Communication Systems
6145	Career Management
6498	University – Business & Marketing
6499	Community College – Business & Marketing
7935	Digital Media I



**North Carolina Career Cluster
Science, Technology, Engineering & Math**

Foundational:

7631	Electronics I
7632*	Electronics II
7921	Drafting I
7972*	Drafting – Engineering II
7973	Drafting – Engineering III
7991	Computer Engineering Technology I
7999*	Trade & Industrial Advanced Studies

Enhancement:

6411	Computer Applications I
6514	Digital Communication Systems
6145	Career Management
7898	University – Trade & Industrial
7935	Digital Media I



**North Carolina Career Cluster
Transportation, Distribution & Logistics**

Foundational:

7511	Automotive Service Technology I
7512*	Automotive Service Technology II
7513	Automotive Service Technology III
7999*	Trade & Industrial Education Advanced Studies

Enhancement:

6200	Principles of Business
6215	Business Law
6311	Computerized Accounting I
6411	Computer Applications I
6514	Digital Communication Systems
6145	Career Management
6235/6615	Small Business Entrepreneurship
6621	Marketing
7898	University – Trade & Industrial
7899	Community College – Trade & Industrial

To earn concentration in CTE:

- Students must have four units in a career cluster
- One unit must be a completer (*) course within foundational listing
- At least three courses must come from foundational listing
- One course may come from enhancement list

CAREER/TECHNICAL COURSES

- **Four units of credit must be completed in a cluster to have a concentration, one of which must be a starred (*) course.**

AGRICULTURE

68102A Agriscience Applications (NSHS, WSHS)

Grades 9-12

This course provides instruction that focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, and science and agribusiness. Topics of instruction include agricultural awareness and literacy, leadership and FFA, employability skills, and introduction to all aspects of the total agricultural industry.

68112A Agricultural Production I (NSHS)

Grades 9-11

Prerequisite: Agriscience Applications recommended

This course provides instruction that focuses on the basic scientific principles and processes related to the production of plants and animals for the food and fiber system. Topics of instruction include basic understanding of the livestock/poultry industry and its various components, career opportunities, soil science, crop science/agronomy, weed science, basic agricultural machinery and related industry careers, environmental stewardship, and leadership/personal development.

68122A Agricultural Production II (NSHS)

Grades 10-12

Prerequisite: Agricultural Production I

This course provides instruction that expands the scientific knowledge and technical skills developed in Agricultural Production and Management I with heavy emphasis on topics including pesticide use and safety, herbicide use and safety, wildlife habitat concerns, irrigation, agricultural equipment technology and safety, global industry issues, career planning, and human resource development.

68312A Agricultural Mechanics I (NSHS)

Grades 9-11

This course develops knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. Topics include safety, career opportunities, hand/power tool use and selection, electrical wiring, basic metal working, basic construction skills related to plumbing, concrete, carpentry, basic welding, and leadership development.

68212A Animal Science I (NSHS, WSHS)

Grades 10-11

Prerequisite: Agriscience Applications recommended

This course provides instruction focused 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. Skills in biology, chemistry, and algebra are reinforced in this course.

68222A Animal Science II (WSHS, NSHS)

Grades 10-12

Prerequisite: Animal Science I

This course builds upon the scientific knowledge and skills developed in Animal Science I to include more advanced development of scientific, critical thinking, logic, and reasoning skills. Students are required to participate in and complete independent and team laboratory projects as well as independent research.

68252A Equine Science I (WSHS)

Grades 10-12

Prerequisite: Agriscience Applications recommended.

This course focuses on the basic scientific principles and processes related to equine physiology, breeding, nutrition and care in preparation for a career in the equine industry. Skills in biology, chemistry and mathematics are reinforced in this course.

68412A Horticulture I (NSHS) Grades 9-12
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.

68422A Horticulture II (NSHS) Grades 10-12
Prerequisite: Horticulture I
This course covers instruction that expands the scientific knowledge and skills developed in Horticulture I to include more advanced scientific, computation, 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 turfgrass management, career planning, and leadership/personal development.

68992A Agriculture Advanced Studies (NSHS, WSHS) Grade 12
Prerequisite: Three credits in Agriculture
This is a three-phased exit level course for seniors which is career focused in agricultural education. The components of this course include a research paper, a product (portfolio) and a presentation. Students demonstrate their ability to use content and apply knowledge to real-world situations in a career major. Students work under the guidance of a teacher facilitator to use content and apply knowledge to real-world situations. FFA leadership activities are integral components of the course.

BUSINESS AND INFORMATION TECHNOLOGY
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62152A Business Law Grades 11-12
This course is designed to acquaint students with the basic legal principles common to business and personal activities. Topics include personal concepts to assist students when evaluating contracts, maximizing purchasing power through credit, purchasing appropriate insurance, and renting and owning real estate. Business concepts such as contracting, ethics, starting a business, hiring employees, managing employees, or representing other businesses as employee or contractor are included.

63112A Computerized Accounting I (AHS, NSHS, WSHS) Grades 10-12
This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on analyzing and recording business transactions, preparation and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation.

63122A Computerized Accounting II (AHS, NSHS, WSHS) Grades 11-12
Prerequisite: Computerized Accounting I
This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes partnership accounting; adjustments and inventory control systems; budgetary control systems; cost accounting; and further enhancement of employment skills.

63125A Computerized Accounting II Honors (AHS, NSHS, WSHS) Grades 11-12
Prerequisite: Computerized Accounting I
This course is more in-depth than the standard version and in addition to mastering the course objectives listed in the Computerized Accounting II course blueprint, the honors Computerized Accounting student is expected to analyze financial data and assist in making business decisions based upon the financial data.

64112A Computer Applications I Grades 9-12
This course is designed to help students master beginning and advanced skills in the areas of word processing, database management, and spreadsheet, telecommunications, and desktop tool applications. Emphasis is on concepts of desktop publishing and presentation graphics as well as skill development in computer application software; computer architecture; operating systems, environments and utilities; ethical issues pertaining to information systems; and computer information system careers.

64122A Computer Applications II

Grades 10-12

Prerequisite: Computer Applications I

This course is designed to help students master skills in the areas of integrating technology devices, Internet research, desktop publishing, multimedia production and basic web-page design. Emphasis is placed on skill development and refinement in information technology as well as economic, ethical and social issues in the information technology area. Communications skills and critical thinking are reinforced.

65142C Digital Communication Systems

Grades 9-12

This course is designed to teach basic digital input skills including keying using the touch method, speech recognitions, and use of handheld devices. Emphasis is on the daily use and operation of commonly used digital communication devices to develop skill with concentrated application of those skills in the production of business communications and correspondences. Communication skills are reinforced as the student format, compose, and proofread.

79352A Digital Media I (SSHS)

Grades 10-12

This course provides a broad-based foundation in the digital media field. An emphasis is placed on the fundamental concepts of audio and video design, various digital media technologies, non-linear editing, product development and design, and career development. Communications, mathematical, and critical thinking skills are strengthened throughout the course. Work-based learning strategies appropriate for this course are field trips and job shadowing. Local projects and Skills USA leadership activities, conferences, and competitions provide opportunities for the application of instructional competencies.

79362A Digital Media II (SSHS)

Grades 10-12

This course provides students with more advanced knowledge in the digital and interactive media industry. Emphasis is placed on advanced audio and video non-linear editing techniques for the media; and commercial and emerging, web-based interactive media. Project planning, design and development prepare students for entry into various IT and communication industries. Work-based strategies appropriate for this course are cooperative education and apprenticeship. Hands-on work experiences and Skill USA leadership activities provide many opportunities to enhance classroom instruction and career development.

64152A e-Commerce I

Grades 11-12

Prerequisite: Computer Applications II

Students will work on line to investigate how technology has affected businesses and research companies that do business via their web site. The capstone activity will be to create an e-Commerce site for a business by developing a marketing strategy and developing a web site for this company.

64155A e-Commerce I Honors

Grades 11-12

Prerequisite: Computer Applications II

The honors version will extend beyond the standard curriculum in both breadth and depth of study, as well as provide problem-seeking and problem-solving opportunities for students. Students will have to devote additional time and effort to honors work and, in turn, will have greater opportunities for learning.

64162A e-Commerce II (AHS, SSHS, WSHS)

Grades

Prerequisite: e-Commerce I

This course is designed to help students master advanced skills in electronic commerce security; payment infrastructure; secure electronic commerce transactions; electronic commerce order entry, tracking and fulfillment.

64165A e-Commerce II Honors (AHS, SSHS, WSHS)

Grades 11-12

Prerequisite: e-Commerce I

The honors version will extend beyond the standard curriculum in both breadth and depth of study, as well as provide problem-seeking and problem-solving opportunities for students. Students will have to devote additional time and effort to honors work and, in turn, will have greater opportunities for learning.

62002A Principles of Business and Personal Finance Grades 9-12
This is an introductory course covering principles and concepts that will be the foundation for future study of business and the management of work projects. Topics of study include basic business principles, personal finance concepts, management concepts, systems thinking, quality management, and the current environment for business in an international marketplace.

62352A Small Business/Entrepreneurship - BE (WSHS) Grades 11-12
Prerequisite: Two credits in the same career pathway
This course is designed to introduce students to the rewards and risks of owning or operating a business enterprise. Emphasis is placed on the mastery of skills needed to plan, organize, manage, and finance a small business. Skills in communication, technical writing mathematics, research, and problem-solving are reinforced as each student prepares his/her own business plan.

65992A Business Advanced Studies Grade 12
Prerequisite: Three business or marketing credits in a Business Technologies career major.
This is a culminating course for seniors, which is career-focused in accounting and finance, business administration, business management and ownership, information systems and office systems technology in the business technologies pathway. The three parts of the course include writing a research paper, producing a product and delivering a presentation. Students demonstrate their abilities to use content and apply knowledge to professional business situations in a selected career.

FAMILY AND CONSUMER SCIENCE

70352A Apparel Development I Grades 9-12
This course involves the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, sewing equipment, design, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion.

70362A Apparel Development II Grades 10-12
Prerequisite: Apparel Development I or Housing and Interiors I
This course focuses on advanced clothing and housing apparel development. The use of fibers and fabrics is combined with design and construction techniques to design a clothing or apparel product. A real or simulated business apparel enterprise and FCCLA activities allow students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop a portfolio.

71112A Early Childhood Education I (AHS) Grades 11-12
This two-block course prepares students to work with children birth to age eight. Emphasis is placed on the development of young children while providing early education and care. Topics include stages of development, health, safety, guidance, and developmentally appropriate activities. This course is a two-credit course with work-based learning comprising over fifty percent of the course.
Students must have their own transportation to intern sites.

71122A Early Childhood Education II (AHS) Grade 12
Prerequisite: Early Childhood Education I
This two-block course prepares students to work with children birth to twelve years of age in child care, preschool, and/or after school programs. Students receive instruction in child care pertaining to teaching methods, career development, program planning and management, health and safety issues, entrepreneurship skills, and technology. This course is a two-credit course with work-based learning comprising over fifty percent of the course.
Students must have their own transportation to intern sites.

71125B Early Childhood Education II Honors (AHS)

Grade12

Prerequisite: Early Childhood Education I

This two-block course prepares students to work with children birth to twelve years of age in child care, preschool, and/or after school programs. Students receive instruction in child care pertaining to teaching methods, career development, program planning and management, health and safety issues, entrepreneurship skills, and technology.

This course is a two-credit course with work-based learning comprising over fifty percent of the required coursework. Students who successfully complete this course and are 18 years of age will be eligible to apply for the North Carolina Early Childhood Credential equivalency through the Division of Child Development or articulate with the community college and Division of Child Development to obtain this credential. *This honors course extends the Standard Course of Study to a higher, more challenging level.*

Students must have their own transportation to intern sites.

70092A Foods I - Fundamentals: Prostart I (NSHS, WSHS)

Grades 9-12

Students master kitchen basics, such as foodservice equipment, nutrition, breakfast, salad and garnishes and fruits and vegetables. Students also begin to get an understanding of the business side of restaurant and foodservice management. In addition, a heavy emphasis is placed on safety and sanitation, including preparing and serving safe food and preventing accidents and injuries. A National credentialing exam will be given to all ProStart I students and work-based hours are required.

70092B Foods II - Advanced: Prostart II (NSHS, WSHS)

Grades 10-12

Prerequisite: Foods I: Prostart I

Student develops deeper understanding of the hospitality industry, including tourism and the retail industry, the history of foodservice, and the lodging industry. Building upon the math learned in Year I, students learn purchasing and industry control, standard accounting practices and how to build restaurant sales through marketing and menu.

***Prostart certification requires a work-based component taken during high school in order to achieve national certification. During Prostart I more information will be provided.

Family Consumer Co-op Education (NSHS, WSHS)

Prerequisite: Be currently enrolled or have credit for Prostart I & II

This course allows students the opportunity to earn high school credit while completing the work-based experience required for national certification through the Prostart Program.

70452A Foods I - Fundamentals (AHS, SSHS)

Grades 9-12

This course examines nutritional needs of the individual. Emphasis is placed on the relationship of diet to health and on the selection of food to satisfy needs. Students learn how to purchase and store foods; select, use and care for kitchen appliances; and prepare and serve foods.

70462A Foods II - Advanced (AHS, SSHS)

Grades 10-12

Prerequisite: Foods I

This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts, using new technology. Food safety and sanitation receive special emphasis. Students may elect to take the exam for the ServeSafe credential from the National Restaurant Association.

70552A Housing and Interiors I (AHS, NSHS, SSHS WSHS)

Grades 9 -12

This course examines housing and interior decisions that individuals and families make based on needs, the environment, and technology. Emphasis is placed on selecting goods and services and creating functional and pleasing living environments based on sound financial decisions and design principles.

70862C LIFE (Living Independently through Financial Education) (SSHS)

Grades 11-12

This course is designed to increase the financial literacy among high school juniors and seniors and prepare them to be successful managers of their personal, family, and environmental resources. Students learn to manage resources through authentic applications such as spending plans, cost analysis, strategic career plans, comparison shopping, individual and family scenarios and product care demonstrations.

70652A Parenting and Child Development (AHS, SSHS, WSHS) Grades 9-12
This course introduces students to responsible nurturing and basic applications of child development theory. Emphasis is on the parents' responsibilities for and influences on children while providing care and guidance.

70152A Teen Living (AHS, SSHS) Grades 9-10
This course examines life management skills in nutrition and wellness, family living, child development, and consumer management. Emphasis is placed on students applying these skills during their teen years. Through simulated experiences, they learn to fulfill their responsibilities associated with family and community.

71992A Family and Consumer Sciences Advanced Studies Grade 12
Prerequisite: Three credits in Family and Consumer Sciences Education
This culminating course is for seniors who are career focused in the apparel design, community and family services, culinary arts and nutrition; or interior design career areas. The three parts of the course include a research paper, a product, and a presentation. Students demonstrate their abilities to use content and apply knowledge to authentic situations in a selected career. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel.

HEALTH OCCUPATIONS

72112A Allied Health Sciences I Grades 11-12
Prerequisite: Biology and Health/PE
This course investigates the health care delivery system, its services, occupations, and related sciences. Topics include the study of the language of medicine, medical mathematics, microbiology, anatomy and physiology, diseases/disorders, diagnosis, treatments, patient/client care regimens, career development, and future technological innovations.

72122A Allied Health Sciences II (2 blocks) Grade 12
Prerequisite: Allied Health Services I
This course is designed to prepare potential health care workers to become effective and efficient multi-skilled health team members. Emphasis is placed on the development of proficiency in employability skills, emergency care skills, safety skills, clerical skills, and health care skills. The work-based learning strategy appropriate for this course is a minimum 90-hour clinical internship where student interns deliver health care in local hospitals, medical/dental/veterinarian offices, nursing/convalescent/retirement facilities, wellness centers, etc. Students have the option to be tested for CNA Level I and be registered on the NC State Registry for nursing personnel. A passing grade of 80 on the registry exam is required to receive certification.

72002A Biomedical Technology (AHS, SSHS) Grades 9-11
This survey course challenges students to investigate current and 21st century medical and health care practices using computerized databases, the Internet, media, and visiting health team professionals. Topics include the world of biomedical technology, the language of medicine, present and evolving biomedical specialties, biomedical ethics: crises and alternatives, and health career development. (Forensics, Infectious Disease, Transplants, Technology, Research)

72102A Health Team Relations (WSHS, NSHS, AHS) Grades 9-10
This course gives students an introduction to the role of health care workers. Topics include terminology, history of health care, health care agencies, ethics, legal responsibilities and careers in the health care field.

72222A Medical Science II (1 block) (AHS) Grade 12
Prerequisite: Allied Health Sciences I
This course prepares potential health care workers for advanced technical or professional health care training. Emphasis is placed on safety, bioethical/legal practices, healthcare delivery systems, and health maintenance practices. Work-based learning strategies include an individualized clinical mentorship with a health care professional (minimum of 45 hours).

72992A Health Science Advanced Studies (AHS, SSHS)

Grade 12

Prerequisite: Three credits in Health Occupations Education

This culminating course is for seniors who are career-focused in a health or medical career. The three parts of the course include a research paper, a product, and a presentation. Students demonstrate their abilities to use content and apply knowledge to real-world situations in a selected career. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives and other school-based personnel.

MARKETING

66212A Marketing (AHS, NSHS)

Grades 10-12

This course is designed to help students develop basic knowledge, skills, and attitudes that will prepare them to enter the field of marketing. Focusing on the National Curriculum Framework and National Retail Standards, an emphasis is placed on marketing and business foundations, economic foundations, and human resource foundations. Included in these foundations are concepts such as communications, selling, pricing, promotion, marketing-information management, and product/service planning.

Co-op second semester only (NSHS)

66972A Co-op

Grades 11-12

To co-op in the spring semester, student must be concurrently enrolled, or have completed a marketing class in the fall. See page 55 for requirements.

66992A Marketing Advanced Studies (NSHS)

Grade 12

Prerequisite: Two credits in the Marketing area and teacher approval

This course is for seniors who are career focused in the field of marketing. The three parts of the course include a research paper, a product, and a presentation. Students demonstrate their abilities to use content and apply knowledge to authentic situations in a selected career. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel.

66152A Small Business/Entrepreneurship – ME (AHS, NSHS)

Grades 11-12

Prerequisite: Two credits in the same career pathway

This course is designed to introduce students to the rewards and risks of owning or operating a business enterprise. Emphasis is placed on the mastery of skills needed to plan, organize, manage, and finance a small business. Skills in communication, technical writing, mathematics, research, and problem-solving are reinforced as each student prepares his/her own business plan.

Co-op second semester only

66972A Co-op

Grades 11-12

To co-op in the spring semester, student must be concurrently enrolled, or have completed a marketing class in the fall. See page 55 for requirements.

66452A Travel Tourism & Recreation Marketing (NSHS, AHS)

Grades 11-12

Prerequisite: Marketing

This course is designed to provide a foundation for students interested in a career in travel, tourism, and recreation marketing. Emphasis is placed on the hospitality/tourism industry, customer relations, travel destinations, tourism promotion, economics, and career development.

Co-op second semester only

66972A Co-op

Grades 11-12

To co-op in the spring semester, student must be concurrently enrolled, or have completed a marketing class in the fall. See page 55 for requirements.

66702A Sports and Entertainment Marketing I (AHS)

Grades 10-12

This course is for students interested in sports, entertainment, and events marketing. Emphasis is on the following principles: branding, licensing and naming rights; business foundations; concessions and on-site merchandising; economic foundations; promotion; safety and security; and human relations.

66972A **Co-op**

To co-op in the spring semester, student must be concurrently enrolled, or have completed a marketing in the fall. See page 55 for requirements.

TRADE AND INDUSTRIAL EDUCATION
AUTOMOTIVE75112A Automotive Service Technology I (WSHS)

Grades 10-12

This course introduces basic automotive skills and job opportunities in the auto repair industry. Topics include engine theory, automotive service preventive maintenance, brake repair, electrical systems troubleshooting, safety, test equipment, and measuring.

75122A Automotive Service Technology II (WSHS) (Year-long)

Grades 10-12

Prerequisite: Automotive Service Technology I

This course emphasizes the advanced skills necessary in the automotive industry. Specific instructions are given in troubleshooting, automotive preventive maintenance, minor engine repair, engine performance, and brakes. The level II course helps prepare students for Automotive Service Excellence (ASE) technician certification.

75132A Automotive Technology III (WSHS) (Year-long)

Grades 11-12

Prerequisite: Automotive Technology II

This advanced course in auto repair puts emphasis on the practical application of skills and techniques necessary in the automotive industry. Specific instruction is given in engine performance, drive-ability, ignition, and fuel system diagnosis/repair emission control systems, antilock brakes, electrical diagnosis, steering and suspension. This course prepares students for Automotive Service Excellence (ASE) certification and further education.

COMPUTER ENGINEERING79912A Computer Engineering Technology I

Grades 10-12

This course introduces the essential hardware competencies for an entry-level PC service technician. Students demonstrate basic knowledge of installing, configuring, upgrading, troubleshooting, and repairing microcomputer systems. Hands-on work experiences and skills USA leadership give the students an opportunity to prepare for a career.

79922A Computer Engineering Technology II

Grades 11- 12

Prerequisite: CET I

This course provides in-depth essentials for an entry level PC service technician. Students demonstrate knowledge of installing, configuring, upgrading, troubleshooting, and repairing microcomputer systems. CET II offers advanced hands-on training and theory to enhance skills introduced in CET I. New topics include printers, portable systems, networks, Internet, and customer interaction.

79925A Computer Engineering Technology II Honors

Grades 11-12

Prerequisite: CET I

The honors version will extend beyond the standard curriculum in both breadth and depth of study, as well as provide problem-seeking and problem-solving opportunities for students. Students will have to devote additional time and effort to honors work and, in turn, will have greater opportunities for learning.

CONSTRUCTION77212A Construction Technology I (NSHS, SSHS)

Grades 9-12

This course provides an introduction to residential construction work and the technical aspects of carpentry. Topics include safety, measurement, and the identification selection, and use of tools, equipment, lumber, material, and fasteners.

77222A Construction Technology II (NSHS, SSHS) (two blocks)

Grades 10-12

Prerequisite: Construction Technology I

This course covers advanced aspects of carpentry. Topics include plans, framing, footings, foundation, wall sheathing, insulation, vapor barriers, and underlayment.

77232A Construction Technology III (SSHS) (two blocks)

Grades 11-12

Prerequisite: Construction Technology II

This is the capstone level of carpentry. Topics include: estimating, leveling instruments, forms, special framing, interior and exterior finishing, cabinets, built-ins, and metal studs.

COSMETOLOGY

78112A Cosmetology I (two blocks year-long)

Grade 11

This course introduces developmental skills, employment opportunities, and career information required for the cosmetology industry. Topics include facials, manicures, hair cutting, chemical relaxing and restructuring, wet hair styling, and hair coloring and lightening. It is offered at the West Stanly campus. Kit and uniform are required.

78122A Cosmetology II (two blocks year-long)

Grade 12

Prerequisite: Cosmetology I

This course provides advanced development of process, techniques, and skills introduced in Cosmetology I. Topics include hair coloring techniques, chemical servicing; identification and treatment of disorders of the skin; scalp and hair; manicuring; pedicuring; artificial nails; hair removal; and permanent waving techniques. Students will receive 1200/1500 hours of training to prepare them for the Cosmetology Board Exam.

DRAFTING

79212A Drafting I (NSHS, SSHS, WSHS)

Grades 9-12

This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, and geometric construction techniques, as well as CAD (computer assisted design), orthographic projection, and oblique and isometric drawings.

79622A Architectural Drafting II (NSHS, SSHS, WSHS)

Grades 10-12

Prerequisite: Drafting I

This course focuses on the principles, concepts, and use of complex graphic tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of CAD tools in the creation of floor plans, wall sections, and elevation drawings.

79722A Engineering Drafting II (SSHS)

Grades 10-12

Prerequisite: Drafting I

This course focuses on the engineering graphics related subjects introducing the student to symbol libraries, industry standards, and sectioning techniques. Topics include coordinate systems, principles of machine processes and gearing, and the construction of 3-D wireframe models using CAD.

79632A Architectural Drafting III (NSHS, SSHS, WSHS)

Grades 11-12

Prerequisite: Architectural Drafting II

This course introduces students to advanced architectural design concepts. Emphasis is placed on the use of CAD tools in the design and execution of site and foundation plans as well as topographical information and detail drawings of stairs and wall sections.

79635A Architectural Drafting III Honors (SSHS, WSHS)

Grades 11-12

Prerequisite: Architectural Drafting II, teacher approval

This course focuses on advanced architectural design concepts. Emphasis is placed on the use of CAD tools in detailed foundation plans and drawings.

79732A Engineering Drafting III (SSHS)

Grades 11-12

Prerequisite: Engineering Drafting II

This course introduces the student to advanced engineering concepts. Using CAD tools, topics studied include descriptive geometry, geometric tolerancing, and advanced engineering design concepts such as surface and solid modeling.

79735A Engineering Drafting III Honors (SSHS) Grades 11-12
Prerequisite: Engineering Drafting II, teacher approval
This course focuses on advanced engineering concepts. Using CAD tools, topics studied include descriptive geometry, geometric tolerancing, and advanced engineering design concepts such as surface and solid modeling.

ELECTRONICS

76312A Electronics I (NSHS, SSHS, WSHS) Grades 9-12
Prerequisite: Algebra I recommended
This course covers electronic practices and fundamentals, roles of electronics in communications and industry, and career development. Topics include safety, tools, direct current, schematics, soldering, measuring, electricity, Ohm's/Watt's/Kirchoff's Laws, power and circuits. Leadership skills, science, thinking skills, and principles of technology are reinforced.

76322A Electronics II (NSHS, SSHS, WSHS) (Year-long course) Grades 10-12
Prerequisite: Electronics I
This course covers advanced electronic practices and principles, special equipment and materials, and employment opportunities. Topics include safety, alternating current, inductive/capacitive/RCL circuits, semiconductor devices, rectifier/filter circuits, and bipolar transistors. Skills in leadership, safety, mathematics, reading, problem solving, tools and test equipment are reinforced.

76325A Electronics II Honors (WSHS) (Year-long course) Grades 10-12
Prerequisite: Electronics I
This course covers advanced practices and principles, special equipment, materials, and employment opportunities. Topics include safety, alternating current, inductive/capacitive/RCL circuits, semiconductor devices, rectifier/filter circuits, and bipolar transistors. Students will be challenged to complete honors based activities.

FURNITURE

76212A Furniture/Cabinetmaking I (AHS, WSHS) Grades 10-12
This course is an introduction to the nature of, employment opportunities in, and skills required for work in the furniture/cabinetmaking industry. Beginning level instruction is provided in the theory and practice of furniture/cabinetmaking, types of woods, finishes, styles, bonds and fasteners. Fifty percent or more of class time is devoted to lab or shop experience.

76222A Furniture/Cabinetmaking II (WSHS) (two blocks) Grades 10-12
76222B Furniture/Cabinetmaking II (AHS) (Yearlong course)
Prerequisite: Furniture/Cabinetmaking I
This course introduces career information, employment opportunities, and skills required for work in the furniture/cabinetmaking industry. Topics include tools and equipment, theory and practice, types of woods, finishes, styles, bonds and fasteners. Skills in mathematics, reading, leadership, safety, and problem solving are reinforced.
76222B Furniture/Cabinetmaking II (AHS) (Yearlong course)

MASONRY

77112A Masonry I (NSHS, WSHS) Grades 9-12
This course introduces the nature of masonry technology, materials and supplies, and employability skills. Topics include safety, layout, tools, leveling, plumbing, use of straight-edge, and jointing brick and block in wall construction.

77122A Masonry II (NSHS, WSHS) (two blocks) Grades 10-12
Prerequisite: Masonry I
This course provides a continuation of masonry skills, estimating, blueprint reading, and building codes. Topics include constructing walls, corners, sills, and similar structures using a variety of bonds and materials.

77132B Masonry III (WSHS) (two blocks) Grades 11-12
Prerequisite: Masonry II and teacher recommendation.
This course provides advanced masonry skills, leadership development, and the preparation of technical presentations. Topics include constructing composite walls, steps, arches, lattice walls, sidewalks, brick and concrete pavers, windowsills, chimneys, and fireplaces.

Trade and Industrial Advanced Studies

Grade 12

Prerequisite: Three credits within Trade and Industrial Education

This culminating course is for seniors who are career focused in a T & I area. The three parts of the course include a research paper, a product, and a presentation. Students demonstrate their abilities to use content and apply knowledge to authentic situations in a selected career. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel. Hands-on work experiences and Skills USA leadership activities provide many opportunities to enhance career development.

79992A Electronics Advanced Studies

79992B Masonry Advanced Studies

79992C Construction Technology Advanced Studies

79992D Drafting Advanced Studies

79992E Auto Mechanics Advanced Studies

79992F Furniture and Cabinetmaking
Advanced Studies

CAREER DEVELOPMENT EDUCATION

61452A Career Management (AHS, Stanly Academy)

Grades 9-10

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.

ARTS EDUCATION AND JUNIOR ROTC PATHWAYS

- **Four units of credit must be completed in a pathway, one of which must be a starred (*) course.**

Dance

- Dance I (Grades 9-12)
- Dance II (Grades 9-12) *
- Dance III Honors (Grades 9-12)
- Dance IV Honors (Grades 9-12)

Music

- Music Appreciation
- Vocal Music I
- Vocal Music II*
- Vocal Music III
- Vocal Music III Honors
- Vocal Music IV
- Vocal Music IV Honors
- Band I
- Band II*
- Band III
- Band III Honors
- Band IV
- Band IV Honors
- Handbells

Theatre Arts

- Theatre Arts I
- Theatre Arts II*
- Theatre Arts III
- Theatre Arts III Honors
- Theatre Arts IV
- Theatre Arts IV Honors

Junior ROTC

- JROTC I
- JROTC II*
- JROTC III
- JROTC IV
- JROTC Honors I-IV

Visual Arts

- Visual Arts I
- Visual Arts II*
- Visual Arts III
- Visual Arts III Honors
- Visual Arts IV
- Visual Arts IV Honors
- Fine Crafts

Middle College

Stanly County Schools in partnership with Stanly Community College offers the following courses at SSSS. Students could earn both the Business Administration certificate and the Small Business Entrepreneurship Certificate. By adding QuickStart courses students could add more transferable courses. By adding CareerStart courses students could add more courses toward an AAS degree in Business Administration

Junior			Senior	
Block	Fall	Spring	Fall	Spring
1	High School Course	High School Elective	QuickStart/Career Start Class	QuickStart/Career Start Class
2	High School Course	High School Course	High School Course	High School Course
3	High School Course	High School Course	High School Course	High School Course
4	ACA 111 College Success BUS 110 Introduction To Business BUS 115 Business Law I	ECO 251 Microeconomics ACC 115	ACC 120 Principles of Financial Accounting I	ECO 252 Micro/Macro Economics BUS 137 Principles of Management

Students following this schedule will earn the Business Administration certificate.

Course Description for Middle College Courses

Academic Related

ACA 111 College Student Success

Prerequisites: None

This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.

Accounting

ACC 115 College Accounting

This course introduces basic accounting for a business. Topics include the complete accounting with end-of-period statements, bank reconciliation, payrolls, and petty cash. Upon completion students should be able to demonstrate an understanding of accounting principles and apply those skills to business organization.

ACC 120 Principles of Financial Accounting I

Prerequisites: ENG 085 and MAT 070 with a minimum grade of C in each course

This course introduces business decision-making accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making, and address ethical considerations. *This course has been approved to satisfy the Comprehensive Articulation Agreement Elective course requirement.*

Business

BUS 110 Introduction to Business

Prerequisites: None

This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

BUS 115 Business Law I

Prerequisites: None

This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniforms Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. Additional topics include bailments, sales, and risk-bearing. *This course has been approved to satisfy the Comprehensive Articulation Agreement elective course requirement.*

BUS 137 Principles of Management

Prerequisites: None

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management.

Economics

ECO 251 Principles of Microeconomics

Prerequisites: None

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. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ECO 252 Principles of Macroeconomics

Prerequisites: None

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

DISTANCE LEARNING COURSES

Each high school has a distance learning lab. Equipment in these labs allow for interactive content broadcast and delivery among the four high schools. Each lab is equipped with fifteen or more student work stations. The following courses will be broadcast during the **first three periods of the day**:

First Semester		Second Semester	
Junior Firefighting	First period	Junior Firefighting II & Medical Responder	First period
Business Law	Second period	*Honors Criminal Justice	Second period
SAT Preparation	Third period		Third period

*Stanly Community College will broadcast Criminal Justice to all four high schools from one high school. Two high school honors credits and two college credits may be given because two different courses are being broadcast. Credit may transfer to a senior institution.

North Carolina Virtual Public Schools

Information on courses offered through NCVPS and registration information for courses is available through high school guidance offices. Students interested in taking coursed through NCVPS should receive approval from guidance counselors. Students taking NCVPS classes are responsible for all EOC and VOCATS testing associated with the class.

QUICKStart

Block scheduling in Stanly County offers **juniors** and **seniors** the opportunity to complete a portion of their college freshman year before they enroll in a senior institution. In addition, these courses are listed on the NC Comprehensive Articulation Agreement and are eligible for honors credit. QUICKStart dual enrollment at Stanly Community College provides free tuition for juniors and seniors who have met the following student eligibility criteria:

- Be a high school **junior or senior**
- Have a 3.5 weighted grade point average
- Be satisfactorily progressing toward graduation from high school
- Be enrolled as a full-time high school student
- Obtain written permission from the high school principal and the president of SCC prior to registration
- Have a satisfactory ASSET placement test score only for math courses (taken at SCC or high school)
- Have a satisfactory attendance and behavior record
- Schedule will include both an in-class and online component.
- Students with less than a 3.5 may request consideration for enrollment.
- Students may not drop classes after the tenth high school day.

Students will receive both high school honors and college credit upon successful completion.

Students are responsible for purchasing their own textbooks and supplies.

Credits may be transferable to many senior institutions. Please check with the university of your choice concerning transfer credit. Classes will start on the QuickStart schedule.

Stanly Community College will send grades and attendance records for QUICKStart students to the students' high schools on a regular basis. Students will have two courses broadcast at their high school campus during fourth period each day. They also have the option of attending classes during the first period at the SCC's Albemarle campus. Registration will occur on each high school campus for all QuickStart and CareerStart classes.

QUICKStart			Fall 2009	
4999IB HUM 120	Cultural Studies SCC-Alb. To AHS, NSHS (IB Video) Humanities credit	Distance Learning <u>High School Campus</u>	M/W	1:30-3:00
4080IA PSY 150	General Psychology (SCC to AHS, NSHS) (IB Video) Social Science credit	Distance Learning <u>High School Campus</u>	T/Th	1:30-3:00
4060IA SOC 210	Introduction to Sociology (SCC to SSHS, WSHS) (IB Video) Social Science credit	Distance Learning <u>High School Campus</u>	M/W	1:30-3:00
4065IA REL 110	World Religions (SCC to SSHS, WSHS) (IB Video) Humanities credit	Distance Learning <u>High School Campus</u>	T/Th	1:30-3:00
4999IA HIS 121	Western Civilization I Social Studies credit	<u>SCC Albemarle Campus</u>	M/W/F	8:00-9:00
4080IA PSY 150	General Psychology Social Science credit	<u>SCC Albemarle Campus</u>	M/W/F	8:00-9:00
4025KA REL 211 .5 Credit**	Introduction to Old Testament Humanities credit	<u>SCC Albemarle Campus</u>	T/Th	8:00-9:00
QUICKStart			Spring 2010	
4060IA SOC 210	Introduction to Sociology SCC-Alb. To AHS, NSHS (IB Video) Social Science credit	Distance Learning <u>High School Campus</u>	M/W	1:30-3:00
4065IA REL 110	World Religions (SCC to AHS, NSHS) (IB Video) Humanities credit	Distance Learning <u>High School Campus</u>	T/Th	1:30-3:00
4080IA PSY 150	General Psychology (SCC-CF to WSHS, SSHS) (IB Video) Social Science credit	Distance Learning <u>High School Campus</u>	T/Th	1:30-3:00
4999IB HUM 120	Cultural Studies (SCC-CF to WSHS, SSHS) (IB Video) Humanities credit	Distance Learning <u>High School Campus</u>	M/W	1:30-3:00
4999ID HIS 122	Western Civilization II Social Science credit	<u>SCC Albemarle Campus</u>	M/W/F	8:00-9:00

4060IA SOC 210	Introduction to Sociology Social Science credit	<u>SCC Albemarle Campus</u>	M/W/F	8:00-9:00
4025IA REL 212 .5 Credit**	Intro to New Testament Humanities credit	<u>SCC Albemarle Campus</u>	T/Th	8:00-9:00

Stanly Community College, along with the **College Foundation of North Carolina (CFNC)**, provides extensive transfer information about the 53 senior colleges and universities in North Carolina. This transfer information is available for high school students, parents and high school counselors on the **Stanly Community College** website:

<http://www.stanly.edu/StudentServices/transfer/index.htm>

***Students will want to search this site in order to compare their QuickStart courses to their intended college majors at the specific colleges and universities where they plan to attend.** This website includes up-to-date transfer information about each college and university in North Carolina

**** Both Rel 211 and Rel 212 must be taken in sequence to receive full credit.**

CAREERStart

Stanly County Schools and Stanly Community College offer **juniors and seniors** the opportunity to complete a portion of an Associate in Applied Science degree or complete a certificate before graduating from high school. Credits are transferable to community colleges. CAREERStart at Stanly Community College provides free tuition and fees for juniors and seniors who have met the following student eligibility criteria:

- ◆ Be a high school **junior or senior**
 - ◆ Have a 2.5 weighted grade point average
 - ◆ Have a satisfactory attendance and behavior record
 - ◆ Obtain written permission from the high school principal and president of SCC before registering
 - ◆ Standard credit will be given for these courses except for the criminal justice courses, which will be given honors credit because they are listed on the NC Comprehensive Articulation Agreement.
 - ◆ Students will obtain both high school and college credit for all courses except the Junior Firefighting courses which will receive high school elective credit and the appropriate certification. Students are responsible for purchasing their own textbooks and supplies.
- ◆ Be enrolled full-time in high school
 - ◆ Be satisfactorily progressing toward graduating

CRIMINAL JUSTICE

Spring Semester 2010

Stanly Community College will broadcast these courses during second period to all four high schools in the distance learning lab. In addition, these courses are listed on the NC Comprehensive Articulation Agreement and are eligible for honors credit. Therefore, students will receive a high school honors credit and college credit for each course completed. This schedule follows SCS's calendar. The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections, and security services. CJC courses offered in the CareerStart agreement apply to the two year degree in criminal justice and may be transferable to a university.

49995H	<u>CJC 111 Introduction to Criminal Justice</u>	MW	9:30-11:00
7899IB	<u>CJC 113 Juvenile Justice</u>	TTH	9:30-11:00

BUSINESS ADMINISTRATION

Fall Semester 2009 and Spring Semester 2010

The Business Administration curriculum is designed to introduce students to the various aspects of management and organization techniques in the business industry. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy. Students who complete these courses will be able to apply management techniques, and oral communication techniques in the workplace. Students will receive one high school credit for each of these courses as well as three community college credit hours.

Fall Semester 2009

MKT 120 Principles of Marketing SCC Albemarle Campus MWF 8:00-9:00

Spring Semester 2010

69992B BUS 137 Principles of Management SCC Albemarle Campus MWF 8:00-9:00

EARLY CHILDHOOD

Fall Semester 2009 and Spring Semester 2010

The Early Childhood curriculum introduces ways to develop creative activities and active play for children as well as providing guidance for children. Students who complete these courses evaluate appropriate learning materials, play activities, and demonstrate appropriate interaction with children and parents. Students will receive one high school credit for each of these courses as well as three community college credit hours.

Fall Semester 2009

95752B EDU 146 Child Guidance SCC Albemarle Campus MWF 8:00-9:00

Spring Semester 2010

95752A EDU 151 Creative Activities SCC Albemarle Campus MWF 8:00-9:00

JUNIOR FIREFIGHTER

Fall Semester 2009 and Spring Semester 2010

This course will be broadcast during first period to all schools in the distance learning lab during the fall and spring semesters and will consist of basic firefighting and medical responding. This course requires students to pass both practical scenarios and the written tests. Two high school credits will be given for completion of the Firefighter I, II, and Medical Responder courses. Students are required to take both the Firefighter classes and continue with the Medical Responder classes

Enrollment Policies:

Students entering this program must meet the following:

- Must be 18 years of age prior to beginning of May 2010 (to take the second half of classes beginning in January) and on track to meet all graduation requirements.
- Must obtain a sponsorship verification form from Emergency Service Agency
- Authorization from Principal
- Written Parental Consent
- Written Waiver or acceptance of Accident Insurance
- Signed release of Academic Records
- **Student are REQUIRED to attend all Saturday practical exercises.**

Fall Semester 2009

95202L FIP3124 - NFPA 1403 - 97 Edition-Live Burn
Firefighter I&IIA

Spring Semester 2010

95202M FIP3124 - NFPA 1403 - 97 Edition-Live Burn
Firefighter IIB & Medical Responder

OCCUPATIONAL COURSE OF STUDY

OCCUPATIONAL PREPARATION COURSES

924002 Occupational Preparation I (EC) (1 semester block)

Grade 9

This course introduces students to the attitudes, behaviors, and habits needed to obtain and maintain employment in their career and to make career advancements. Students participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students begin the minimum 300 hours of school-based training, including school factories, work-based enterprises, and operation of small businesses.

924102 Occupational Preparation II (EC) (1 block year-long)

Grade 10

This course content is focused on providing students with the basic skills that will serve as a foundation for future careers. Students will continue their minimum 300 hours of school-based learning activities, and expand to include on-campus jobs and work-based activities. Job seeking skills will also continue to be refined.

924202 Occupational Preparation III (EC) (1 block year-long)

Grade 11

This course is designed to allow students to continue the application of skills learned in Occupational Preparation I and II. Students complete the minimum 240 hours of work-based learning activities including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships.

924302 Occupational Preparation IV (EC) (second semester of senior year)

Grade 12

This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and determine their applicability to their personal career choice. Students will complete the minimum 360 hours of integrated competitive employment and develop a job placement portfolio that provides an educational and vocational record of their high school experience.

Extended Course Codes

As documented in the IEP, students will have meaningful and functional access to the standard course of study through grade level entry point extensions.

93100A EC Extended English/La I

93110A EC Extended English/La II

93120A EC Extended English/La III

93130A EC Extended English/La IV

93200A EC Extended Mathematics I

93210A EC Extended Mathematics II

93220A EC Extended Mathematics III

93230A EC Extended Mathematics IV

93310A EC Extended Life Science

93320A EC Extended Physical Science

93330A EC Extended Earth/Environmental Science

93400A Extended Social Studies I

93410A Extended Social Studies II

93420A Extended Social Studies III

Note: The course codes above should not be used for any student with disabilities following the Career Prep, College/Tech Prep, College/University Prep or Occupational Courses of Study. The courses above are for students completing requirements for a certificate.

ACADEMIC INTERNSHIP REQUIREMENTS

Academic internships will be monitored under the area of secondary education. Students will have an opportunity to explore academic careers interests in the community. In order to be eligible to apply for an academic internship, high school students must meet the following criteria:

- Have a minimum GPA of 2.0
- Be at least 16 years of age
- Be in grades 11 or 12
- Maintain a good disciplinary and attendance record
- Be on course to complete high school

Requirement for Academic Internship: 40622A

(AHS, North, South)

- Student must have approval of mentor teacher and internship must be related to an academic subject.
- Student must participate in interview with principal of designated school and obtain approval in advance of internship beginning date.
- Student may intern only one time either as a junior or a senior.
- Student may intern no more than one block daily (135 hrs = 1 unit credit).
- Student should obtain signature of high school principal and parent/guardian on prior approval form.
- Student must have proof of insurance.
- Student must provide own transportation to internship.

CAREER MAJOR INTERNSHIP REQUIREMENTS

Career major internships will be monitored under the area of career and technical education. In order to be eligible to apply for an internship experience, high school students must meet the following criteria:

- Have a minimum GPA of 2.0
- Be at least 16 years of age
- Be in grades 11 or 12
- Maintain a good disciplinary and attendance record
- Be on course to complete high school

Requirements:

- Student must have approval of internship coordinator.
- Student's internship must be directly related to the CTE course in which the student is enrolled or just completed and the career pathway of a student.
- Student may only intern one time either as a junior or a senior.
- Student may intern no more than one block daily (135 hrs = 1 unit credit).
- Training agreement with employer should be signed listing tasks to be accomplished before beginning internship.
- Student must obtain signature of high school principal and parent/guardian on prior approval form.
- Student should attend an orientation workshop for new interns.
- Student should not intern in a retail position.
- Student must have proof of insurance.
- Student must provide own transportation to internship.

Students in elementary school career major internships must also meet the following criteria:

- Student should have completed or be enrolled in Early Childhood Education I or II, or Parenting and Child Development class.
- Student must participate in an interview with principal of designated school and obtain approval in advance of internship beginning date.

Available Internships:

Agriculture Internship—68982A

Business Internship—65982A

FACS Internship—71982A

Health Careers Internship—72982A

T & I Internship—see course numbers below

Auto Technology Internship—79982A

Engineering Internship—79982B

Construction Internship—79982C

MARKETING CO-OP REQUIREMENTS

Marketing cooperative education will be monitored under the area of career and technical education. In order to be eligible to apply for a marketing co-op experience, high school students must meet the following criteria:

- Have a minimum GPA of 2.0
- Be in grades 11 or 12
- Be on course to complete high school
- Be at least 16 years of age
- Maintain a good disciplinary and attendance record

Requirements:

- Student participation must be approved by the marketing teacher.
- Student must sign a training agreement with employer listing tasks to be accomplished before beginning co-op.
- Student may co-op no more than one block daily during spring semester (135 hrs = 1 unit credit).
- Student should obtain required signatures on training agreement.
- Student may co-op only in a retail/marketing field.
- Student must have proof of insurance.
- Student must provide own transportation.
- Student must co-op during spring semester.

To take co-op second semester, students must be enrolled concurrently in the corresponding marketing course or have completed the related marketing course during the first semester.

If a student co-ops for a second year, the same requirements apply but students must be enrolled in a different marketing course the second year.



Top 5 Reasons to Stay in School

1. High school dropouts are four times as likely to be unemployed as those who have completed four or more years of college;
2. Graduating from high school will determine how well you live for the next *50 years* of your life. High school graduates earn \$143 more per week than high school dropouts. College graduates earn \$336 more per week than high school graduates (\$479 more *per week* than high school dropouts);
3. Dropouts are more likely to apply for and receive public assistance than graduates of high school;
4. Dropouts comprise a disproportionate percentage of the nation's prison and death row inmates. 82% of prisoners in America are high school dropouts;
5. High school dropouts have a life expectancy that is 9.2 years shorter than a high school graduate.

(cited from the National Dropout Prevention Center www.nationaldropoutcenter.org)

And The Campaign for Educational Equity at <http://tcequity.org>)

For more information contact your school guidance department.

Albemarle High School	704-982-3711
North Stanly High School	704-463-7358
South Stanly High School	704-474-3155
Stanly Academy Learning Center	704-983-4281
Stanly Early College	704-991-0128
West Stanly High School	704-485-3012



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