

EDGECOMBE COUNTY PUBLIC SCHOOLS

*Futures Reimagined*

# HIGH SCHOOL COURSE GUIDE

2021 — 2022



Edgecombe Early College High School  
North Edgecombe High School  
South West Edgecombe High School  
Tarboro High School



Image retrieved from NCPDI, Future Ready Graduate

# To Edgecombe County High School Students & Parents

The purpose of the High School Course Guide is to give you information about graduation requirements, course listings, and other related matters that will help you make decisions about the course selections for next school year. The guide will also help you make choices about course selections for the remaining years in high school to prepare for post-secondary goals for higher education and/or work. It is very important that you discuss these decisions before making final selections in the registration process. The decisions made about the courses to be taken next year are very important so think and plan ahead. School counselors are available to help you in this process.

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## Notice of Non-Discrimination

It is the policy of the Edgecombe County Public School System not to discriminate on the basis of race, ethnic origin, sex, or disability in our educational programs, activities or employment policies as required by Title VI of the Civil Rights Act of 1964, Title IX of the 1972 Educational Amendments, Section 504 of the Rehabilitation Act of 1973, and Title II of the 1990 Americans with Disabilities Act (ADA).

Questions and/or concerns should be directed to:

Charlene Pittman  
Assistant Superintendent of Human Resources  
2311 N. Main Street  
Tarboro, NC 27886  
(252) 641-2653  
(252) 823-1006 - Fax

## Edgecombe County Public Schools Graduation Requirements

*From the time you enter Kindergarten, you are preparing yourself for high school graduation. To make sure you are on track, remember that every high school student must meet state and local requirements. To see your Course and Credit Requirements, look at the section that matches when you entered ninth grade for the first time. Your school counselor is available to answer questions you may have about what you need to reach your goal of high school graduation.*

CONTENT AREA	FUTURE –READY CORE	OCS REQUIREMENTS
<b>English</b>	<b>4 Credits</b> I, II, III, IV	<b>4 Credits</b> OCS English I, II, III, IV
<b>Mathematics</b>	<b>4 Credits</b> NC Math I, NC Math II, NC Math III, and a 4 <sup>th</sup> math course to be aligned with the student's post high school plans.  *A student, in rare instances may be able to take an alternative math course sequence as outlined under State Board of Education Policy.	<b>3 Credits</b> OCS Introductory Mathematics I, OCS Mathematics I, OCS Financial Management
<b>Science</b>	<b>3 Credits</b> A physical science course, Biology, Earth/Environmental	<b>2 Credits</b> OCS Applied Science, OCS Biology
<b>Social Studies</b>	<b>4 Credits</b> <b>For students who entered 2014-2015 through 2019-2020</b> American History: The Founding Principles, Civics, an Economics, World History. The new courses may be substituted. At least one of: American History I, American History II, American History, or AP US History and an additional Social Studies elective  <b>For students who begin high school in 2020-2021</b> World History, American History, Founding Principles of the United States and North Carolina: Civic Literacy, and Economics and Personal Finance	<b>2 Credits</b> American History I Civics & Economics
<b>World Language</b>	Not required for high school graduation. A two-credit minimum of the same foreign language is required for admission to a university in the UNC system.	Not required
<b>Health/Physical Education</b>	<b>1 Credit</b> Health/Physical Education	<b>1 Credit</b> Health/Physical Education
<b>Electives or other requirements</b>	<b>6 credits required</b>  2 Elective credits in any combination of: Career & Technical Education (CTE), Arts Education, World Languages  4 Elective credits from one of the following is strongly recommended: <ul style="list-style-type: none"> <li>• CTE: 4 credits within a NC Career Cluster with at least 1 credit at the second or completer level</li> <li>• Arts: 4 credits (any combination) with at least 1 credit at the second level</li> <li>• JROTC: 4 credits</li> <li>• World Languages: 2 credits</li> <li>• Any other subject area (Math, English, Science, Social Studies)</li> </ul> 6 additional electives from any content area	<b>12 Credits required</b> <ul style="list-style-type: none"> <li>• 6 Occupational Prep credits</li> <li>• 4 CTE credits</li> <li>• 2 additional elective credits</li> </ul>
<i>All students beginning with the graduating class of 2014-2015, must complete CPR instruction in order to receive a diploma</i>		
<b>Total</b>	<b>28 credits</b>	<b>24 credits</b>

# Diploma and Promotion Requirements

To receive a high school diploma, you must complete all course of study requirements for graduation. To be classified as a freshman, a student must have been promoted from middle school to high school. Promotion or grade-level assignment in grades 9-12 is based on units of credit earned by successful completion of specific courses. In a four-course per semester, block scheduled sequence:

1. Promotion to grade ten is based upon successful completion of at least six (6) units of credit, one of which must be an English course required for graduation.
2. Promotion to grade eleven is based on successful completion of at least thirteen (13) units of credit, one of which must be an English course required for graduation.
3. Promotion to grade twelve is based on the successful completion of at least twenty (20) units of credit, two of which must be in English courses required for graduation.

A student may be promoted at mid-year providing he/she has met the required number of courses and can meet the required number of credits to be promoted at the end of the year to the next grade. (BOE Policy 3420).

**Graduation Requirements and Four-Year Program Planning:** In addition to the specific subjects and number of units specified, you must participate in the Future Ready Course of study in order to graduate from high school.

For admission to any university in the University of North Carolina System, you must complete a four-year course of study that will fulfill the minimum course requirements. You may also choose to complete the more rigorous North Carolina Academic Scholars Program that provides a special distinction to the high school diploma.

All other students, except for certain special education students, must meet the minimum graduation requirements for the Future Ready Core.

A special education student whose needs are not met by Future Ready Core may have courses that are specifically selected to meet his or her individual needs. In some specific cases, this could be the Occupational Course of Study and would include a combination of courses designed with the Individualized Education Plan in mind. It would also include supervised work experience.

## Early Graduation

Seniors who have earned the required units of credit for graduation by the end of first semester may exit with an official transcript. During second semester, if authorized by the principal, they may participate in extracurricular activities with the exception of interscholastic athletics and may participate in graduation exercises at the end of the school year.

Seniors who have met graduation requirements and do not wish to attend second semester should submit to the principal or counselor an application for mid-year graduation at least ten school days before the end of the first semester. (Early graduates must be approved by the Board of Education.)

If a senior who is eligible for graduation after second semester has begun, the student will be assigned a grade of "WP" or "WF" (Withdrew Passing or Withdrew Failing) in each class with no quality point value, provided that the student withdraws from the school before the end of the first six weeks of the second semester. If a senior who is eligible for graduation after first semester withdraws from school after the last day of the first six weeks of the second semester, the student will be assigned a grade of "F" for each second semester class in which the student was enrolled and may not participate in any extracurricular activities, including graduation exercises. (BOE Policy 3460)

# **REGISTRATION INFORMATION**

## **Enrollment Requirements**

If you have not been officially assigned to a high school, you must meet the following requirements as outlined in Edgecombe County Public School Board Policies 4100, 4110, 4115, 4120 in order to become enrolled in a high school:

1. You must reside with your parents or with a legally appointed guardian within the school's district.
2. You must be officially withdrawn from your previous school (All debts must have been paid and all textbooks returned.)
3. You must present an official school record of credits earned or a final report card from your previous school.
4. You must have proof of guardianship (i.e., birth certificate or court ordered custody papers).

## **Class Load Requirements and Early Release**

It is the policy of the Edgecombe County Public Schools Board of Education that you must register for four (4) course units each semester, a total of eight (8) course units for the academic school year. If you feel that you have unusual circumstances that might justify an early release from school each day and a schedule of less than four courses per semester, you may apply to the policy committee of the ECPS Board of Education for an exemption to the requirement. Students who have been enrolled for more than four years in high school are exempted from this requirement. The policy does not affect you if your schedule includes early release for an on-the-job work experience as a part of the career technical education program. If necessary, the principal may make additional exceptions for modified schedules.

## **Planning for the Future**

As you begin the process of making decisions about the courses you should take next year, there are several things you need to keep in mind.

1. Have you developed a plan that outlines your goal(s) for pursuing additional education or going to work immediately after high school?
2. Does your plan identify the courses you should take while in high school to help you reach your goal(s)?
3. Will the courses you plan to take next year help you reach the goal(s) you have set for yourself?

If you cannot answer "yes" to all three of these questions, you may need to contact your counselor and ask for assistance with this very important task. It is also very important for you to discuss this subject with your parents or guardians. Good planning can save you time, money, and frustration and give you a great start as you leave your high school program. For your reference there is a form in the back of this handbook to help parents and students think through this process (page 80-81)

It is extremely important that you make course selections carefully during the registration process. Registration is your commitment to take the courses selected. The only justifiable schedule changes are those resulting from unavoidable circumstances. Discuss your plans with your parents or guardians and then work with the counselors and teachers involved in the registration process as you make your selections.

# Registration Process for the 4 X 4 Block Schedule

Each of our high schools utilizes block scheduling. The 4x4 curriculum permits you to take eight subjects per year.

By taking eight courses each academic year, you can earn as many as thirty-two units of credit during your four-year high school career. The additional subjects you decide to take could include more advanced electives, more technology-related subjects, additional cultural arts offerings, or career and technical courses. Through the 4X4 schedule, you will have more options to better prepare yourself for life after high school.

The school year is divided into two separate semesters with each school day made up of four instructional periods. In most cases you will complete four courses and earn one unit of credit per course at the end of the fall semester. You will take four additional courses (for one unit of credit each) for the spring semester. Some courses require enrollment for both semesters or are double blocked for two consecutive periods and thus award two credits.

In the spring of each school year, you will pre-register for eight classes and designate at least two alternates. As soon as a final school schedule has been developed, you will receive a copy of your personal schedule. When you receive your schedule, review it very carefully with your parents or guardians to make sure it reflects accurately the courses for which you registered.

Few, if any, schedule changes will be made after the school year starts. NO SCHEDULE CHANGES WILL BE MADE AFTER THE FIRST TEN DAYS OF EACH SEMESTER.

## College Admission Requirements for UNC Campuses

In order to be considered for enrollment in any of the sixteen branches of the University of North Carolina System, you must meet certain minimum admission requirements. They are...

- A high school diploma or its equivalent
- Four course units in College/University Preparatory or higher English that emphasizes grammar, composition, and literature
- Four course units in mathematics, including Mathematics I, Mathematics II, Mathematics III, Geometry and a higher level mathematics course for which Algebra II is a prerequisite
- Three course units in social studies, including world history, American history I, American history II and civics and economics
- Three course units in science, including at least one unit in life science or biological science (for example, biology), at least one unit in a physical science (i.e., physical science, chemistry, or physics) and at least one laboratory science course
- It is recommended that one mathematics course be taken in the twelfth grade. All schools in the UNC system require two units of the same foreign language.

# Schools in the University of North Carolina System

Appalachian State University  
 East Carolina University  
 Elizabeth City State University  
 Fayetteville State University  
 NC A&T State University  
 NC Central University  
 NC School of the Arts  
 NC State University

UNC at Pembroke  
 UNC at Asheville  
 UNC at Chapel Hill  
 UNC at Charlotte  
 UNC at Greensboro  
 UNC at Wilmington  
 Western Carolina University  
 Winston-Salem State University

Note: Be sure you check with your counselor or contact the college or university you are considering to determine its specific admission requirements.

## NC Academic Scholars Program Requirements

In March of 1983, the State Board of Education created what has become known as the North Carolina Academic Scholars Program. Students who complete requirements for an academically challenging high school program are named Academic Scholars and receive special recognition. If you qualify for this special recognition, you:

- Will be designated by the State Board of Education as a North Carolina Academic Scholar.
- Will receive a seal of recognition attached to your diploma.
- May use this special recognition in applying to post-secondary institutions.

To become an Academic Scholar, you must complete the course of study specified below and must achieve an overall 3.5 unweighted GPA or better.

## Academic Scholars Program

The following revised plan is effective for students who enter the ninth grade for the first time in or after 2012-2013. Students must:				
<ul style="list-style-type: none"><li>• Begin planning for the program before entering ninth grade to ensure they obtain the most flexibility in their courses.</li><li>• Complete all the requirements of this North Carolina Academic Scholars Program.</li><li>• Have an overall four-year un-weighted grade point average of <b>3.500</b></li><li>• Complete all requirements for a North Carolina high school diploma.</li></ul>				
2009-2010 (Class of 2015)		2012-2013 and beyond (Class of 2016 and beyond)		Changes
Future-Ready Core Course of Study		Future-Ready Core Course of Study		
Credits		Credits		
4	English I, II, III, IV	4	English I, II, III, IV	
4	Mathematics (should include Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as prerequisite)	4	Mathematics (should include Algebra I., Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite OR Mathematics I, II, III, and a higher level mathematics course with Mathematics III as prerequisite)	



3	Science (Physics or Chemistry course, Biology, and an Earth/Environmental Science course)	3	Science (Physics or Chemistry course, Biology, and an Earth/Environmental Science course)	
3	Social Studies (World History, Civics/Economics, and U.S. History)	4	Social Studies (World History, American History: Founding Principles, Civics and Economics, <u>American History I: The Founding Principles and American History II</u> )*	* Addition of fourth unit of social studies
1	Health and Physical Education	1	Health and Physical Education	
6	Two (2) elective credits in a second language required for the UNC System  Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area	6	Two (2) elective credits in a second language required for the UNC System  Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area	
3	Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as: -AP -IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses	3	Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as: -AP -IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses	
<b>OR</b>		<b>OR</b>		
2	Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as: -AP -IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses  And  Completion of The North Carolina Graduation Project	2	Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as: -AP -IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses  And  Completion of The North Carolina Graduation Project	
24 or 23+ NCGP		25 or 24+ NCGP		Increases credit required by one.

## Honors and Advanced Placement (AP) Course Criteria

You will have the opportunity to enroll in several different levels of courses. Selecting and enrolling in the proper level course should enable you to work at your own level of ability. Your decision to take Honors and/or AP courses should be based on your interests, your willingness to apply the increased time and effort required for these courses, and your previous success in school. Each of our high schools offers the following course levels.

For students enrolled PRIOR to 2015-2016, an extra quality point is assigned to passing grades in honors courses and two additional quality points are assigned to passing grades in advanced placement courses.

- **Academic** - Students earn 4 quality points for an A. These courses are designed for students who are planning to pursue education beyond high school or want to enter the workplace immediately after high school.
- **Honors** - Students earn 4.5 quality points for an A. Honors courses include the same competencies taught in the academic courses, but they are taught in greater depth and at a much faster pace. Homework, research, outside assignments, and advanced-level reading lists are demanding and require a great deal more of a student's time than academic courses. Strong parental support is important. In order to enroll in an honors course, several prerequisites (identified with the course description) must be met and students must have parental approval.
- **Advanced Placement (AP)** - Students earn 5 quality points for an A. AP courses are designed for motivated students who want to receive college credit by taking an advanced placement exam. The Edgecombe County Public Schools Board of Education pays the fee to take the required Advanced Placement examination. The decision to grant college credit and give college-level placement is made entirely by the colleges and universities participating in the Advanced Placement Program. Students must meet the college's or university's requirements for the credit and/or placement to be awarded.

For students enrolled in 2015-2016 and beyond, an extra 1/2 quality point (0.5) is assigned to passing grades in honors courses, and one (1) additional quality points are assigned to passing grades in advanced placement (AP), community college and college courses.

- **Academic** - Course content, pace and academic rigor follow standards specified by the North Carolina Standard Course of Study (NCSCoS). Standard courses provide credit toward a high school diploma and require the end-of-course test for those courses identified as such in the NC accountability program. Quality points for the GPA calculation are assigned according to the standard 4.0 scale and receive no additional quality points.
- **Honors** - Course content, pace and academic rigor place high expectations on the student, demanding greater independence and responsibility. Such courses are more challenging than standard level courses and are distinguished by a difference in the depth and scope of work required to address the NCSCoS. These courses provide credit toward a high school diploma and require the end-of-course test for those courses identified as such in the NC accountability program. The state course weighting system awards the equivalent of one (.5) quality point to the grade earned in Honors courses.

- **Advanced Placement (AP)** - Course content, pace and academic rigor are considered college-level as determined by the College Board and are designed to enable students to earn high scores on the AP test, potentially leading to college credit. These courses provide credit toward a high school diploma and require an EOC in cases where the AP course is the first course taken by a student in a subject where an EOC is required by the NC accountability program. The state weighting system awards the equivalent of two (1) quality points to the grade earned in an AP course.
- **College courses (“dual enrollment”)** - Course content, pace and academic rigor are, by definition, college-level for these courses. College courses, which may be delivered by a community college, public university or private college or university, provide credit toward a high school diploma and may satisfy a graduation requirement or provide an elective course credit. The state weighting system adds the equivalent of one (1) quality point to the grade earned in community college courses included on the most recent Comprehensive Articulation Agreement Transfer List, and for courses taught at four-year universities and colleges.

The availability of AP courses depends upon the number of students who pre-register and are identified through the AP potential data. In addition to the exams given for any AP courses that might be offered through your high school, the College Board offers Advanced Placement exams in other areas. Quality points are often revised and may change based on state policy. Where possible, extra quality points are also awarded for eligible college transfer courses articulated by Edgecombe Community College.

## North Carolina Standardized Transcript

All public high schools in North Carolina have been required to adopt a standardized format for student transcripts that includes a standardized method of weighting course grades. It groups high school college/university preparatory courses into three levels: academic, honors, and advanced placement. As described earlier, passing grades in honors classes are “weighted” and given .5 additional quality point in calculating the grade point average while passing grades in advanced placement courses are given one additional quality point.

### 10 Point Grading Scale

In accordance with the NC Department of Public Instruction, high schools shall use one grading scale. The conversion of grades to quality points is standardized. Implicit is a conversion of percentage grades to letter grades according to the following widely used scale and effective for all high school students in 2015-2016, 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; < 59 = F. Grades and the corresponding number of quality points are shown below.

\*Standard scale -- Numeric Grades with a letter grade legend.

Entry Date	Grading Scale Info					
<b>Prior to 2015-2016</b>	93-100 = 4.0	85-92 = 3.0	77-84 = 2.0	70-76 = 1.0	≤ 69 = 0.0	WF = 0.0
	FF = 0.0	WP = 0.0	INC = 0.0	AUD = 0.0	P = 0.0	
<b>2015-2016 and beyond</b>	90-100 = 4.0	80-89 = 3.0	70-79 = 2.0	60-69 = 1.0	≤ 59 = 0.0	WF = 0.0
	FF = 0.0	WP = 0.0	INC = 0.0	AUD = 0.0	P = 0.0	

# Academic Honors

The eligibility requirements for academic honors are as follows:

- Honor Graduate: Must have a 3.830 GPA or better on the weighted GPA \*.
- Marshal: Qualifications for this designation are determined at each high school.
- National Honor Society: Must have a weighted GPA of 3.630 to be eligible for induction spring semester of 10th grade or enter in the 11th or 12th grade and maintain that average.

Academic Honor Rolls:

- Principal's List - All A's
- A Honor Roll--A average; no grade lower than B
- B Honor Roll--B average; no grade lower than C
- \*The weighted grading system will be used to determine grade point averages (GPA) in honors and AP Courses for the purpose of determining academic honors.

## Class Rank

Each high school will provide a rank in class for all students. Rank in class will be based on the cumulative grade point average (GPA). To determine class rank, the GPA for each student will be calculated to the third decimal place. A student's rank will be calculated as "1" plus the number of students in the same grade whose GPA is greater than the student's GPA.

End-of-semester grades shall be converted to GPAs according to the Standards for Calculating the Weighted Grade Point Average and Class Rank of North Carolina Public High School Transcripts as specified in North Carolina State Board of Education Policy.

Extra quality points shall be assigned to courses according to State Board policy and procedure. See page 9 for more details.

The student(s) with the highest rank in the graduating class shall be named the valedictorian(s) of the graduating class. The student(s) with the second highest rank in the graduating class shall be named the salutatorian(s) of the graduating class. To be declared the valedictorian or the salutatorian, a student must have been enrolled in the school the final two semesters during which credit toward selection is earned. The student(s) will have the option of taking early graduation or continue to be enrolled in the school for the remainder of the final semester of their senior year. The valedictorian and salutatorian will be determined at the end of the second six weeks grading period of the second semester of the senior year.

If, after calculating GPA to the third decimal point, students are tied for valedictorian or salutatorian, the school shall name all students eligible as valedictorian or salutatorian. If there is a tie for valedictorian, the student with the next highest weighted GPA will be named the salutatorian. This policy shall be effective with the graduating class of 2010/2011. (BOE Policy 3450)

## **Scholastic Requirements for Athletes**

In order for you to be eligible to participate in athletics, you must meet ALL of the following requirements:

- You must pass a minimum of three (out of four) courses for the semester prior to the sport for which you are trying out. Winter sport eligibility will be lost if you do not pass three courses at the end of the first semester. Summer school work may be used to make up part of the minimum and may be applied to the most recent semester (spring).
- You must have been in attendance at least 85% of the previous semester (You may not miss more than 13 days of school for any reason.)

Students must meet all promotion standards and be promoted to the next grade level.

Seniors who are in their last semester must be enrolled in at least two classes to participate in high school athletics.

## **The NC Driver's License Law**

North Carolina has a law that revokes the driving permit or license of a student under the age of 18 if the student (1) is unable to maintain adequate academic progress (passing 3 out of 4 courses each semester), (2) is suspended for a period of 10 days or longer, (3) is assigned to an alternative setting for disciplinary reasons, or (4) drops out of school.

## **Edgecombe Early College High School**

Edgecombe Early College High School is a small high school located on the Tarboro campus of Edgecombe Community College. Students are able to take high school and community college classes without having to travel between area high schools and the college. EECHS offers smaller high school class sizes, a wide variety of community college degree and diploma programs, a flexible schedule, and the more mature environment of a college campus.

Edgecombe Early College High School is a part of the Edgecombe County Public Schools and students graduating from the early college will earn the same high school diploma as students enrolled at any of the three other district high schools; however, Edgecombe Early College High School students are expected to complete all courses required for high school graduation and take college courses that earn a high school diploma along with an Associate's Degree. The early college is designed to meet the needs of students who will benefit from a learning environment different from that found at the traditional high school. This includes students who need the flexible schedule of a college campus and who are highly motivated and committed to attending high school for a five-year period in order to earn the Associate's Degree.

# NC Career and College Promise

## High School Programs

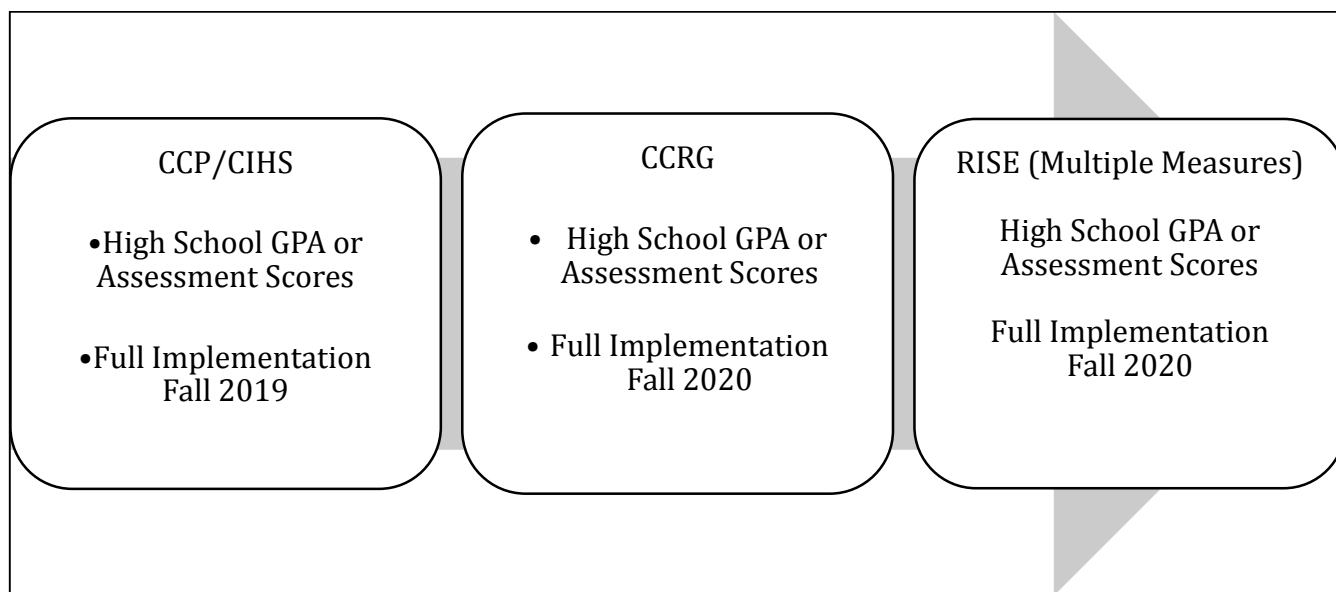
Qualified North Carolina juniors and seniors can begin their two or four year college work, tuition free, while they are in high school. This will allow them to get a head start on their workplace and college work. Through a partnership of the Department of Public Instruction, the N.C. Community College System, the University of North Carolina system and many independent colleges and universities, North Carolina is helping eligible high school students to begin earning college credit at a community college at NO cost to them or their families.

Career and College Promise provides three pathways to help eligible students:

- **College Transfer Pathways (CTP)** -Earn tuition free college credits toward a four year degree through Edgecombe Community College. This requires the completion of at least 30 semester hours of transfer courses including English and mathematics. **This is for students enrolled in Traditional schools or Charter Schools.**
- **Career and Technical Education Pathways (CTE)** -Earn tuition free college credits at Edgecombe Community College toward an entry-level job, certificate or diploma in a technical field. These courses are aligned with a high school career cluster. **This is for students enrolled in Traditional Schools or Charter Schools.**
- **Cooperative Innovative High Schools (CIHSP)** -Students can earn tuition free college credits as a high school freshman by attending Edgecombe Early College. Students are given opportunities to complete an associate degree or earn up to two years of college credit within five years. Students must apply in February of their 8<sup>th</sup> grade year. **This is for students enrolled in Early College only.**

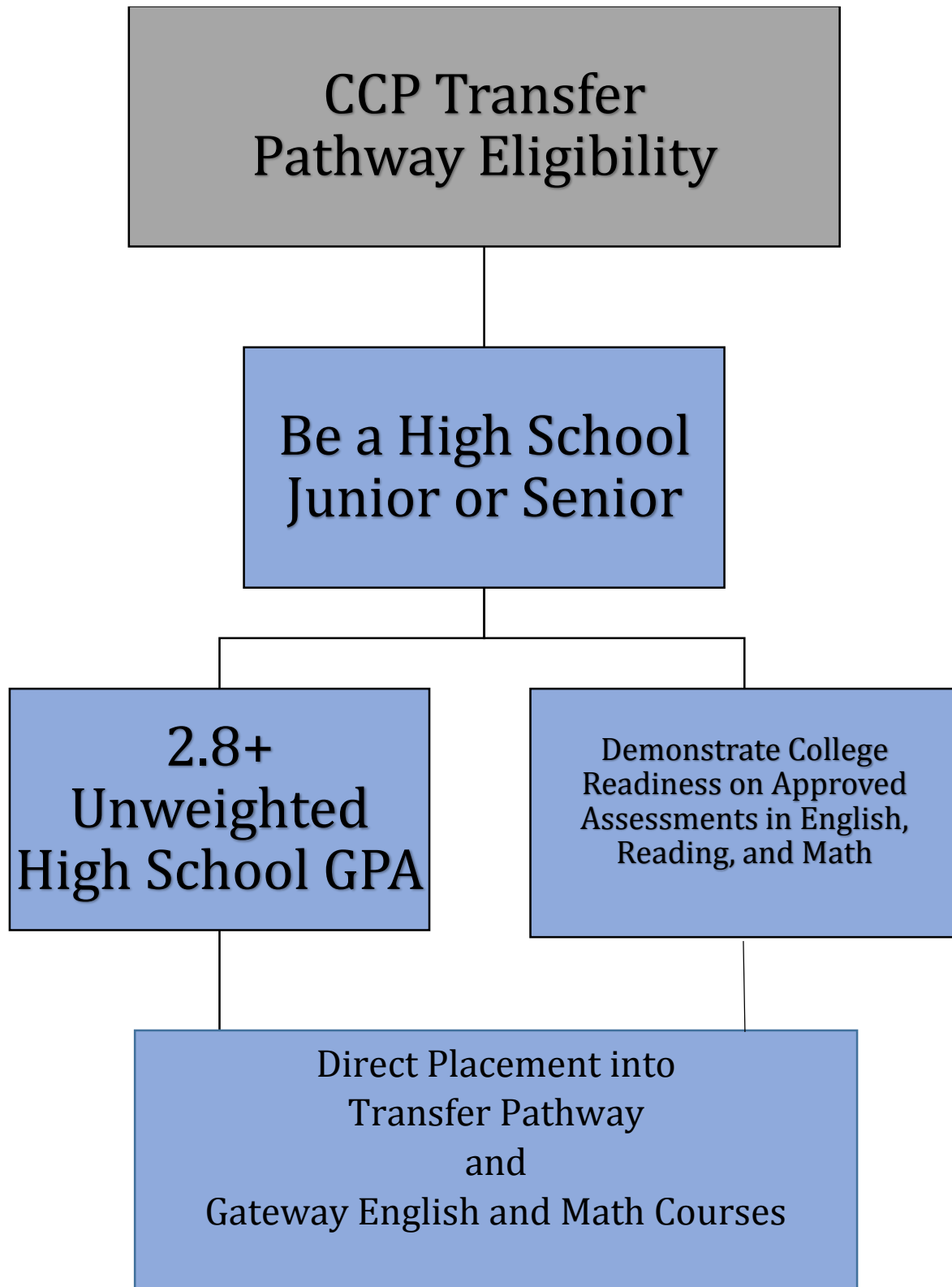
The Career and College Promise (CCP) Operating Procedures and State Board Code define the eligibility requirements for high school student pathway and course eligibility. As a result of the alignment of eligibility criteria between Reinforced Instruction for Student Excellence (RISE) and Career and College Ready Graduate (CCRG) program, an update to the Career and College Promise (CCP) Operating Procedures is needed. An overview of the proposed eligibility changes to the CCP Operating Procedures are included in the following pages.

# RISE, CCRG, and CCP Alignment Implementation Timeline

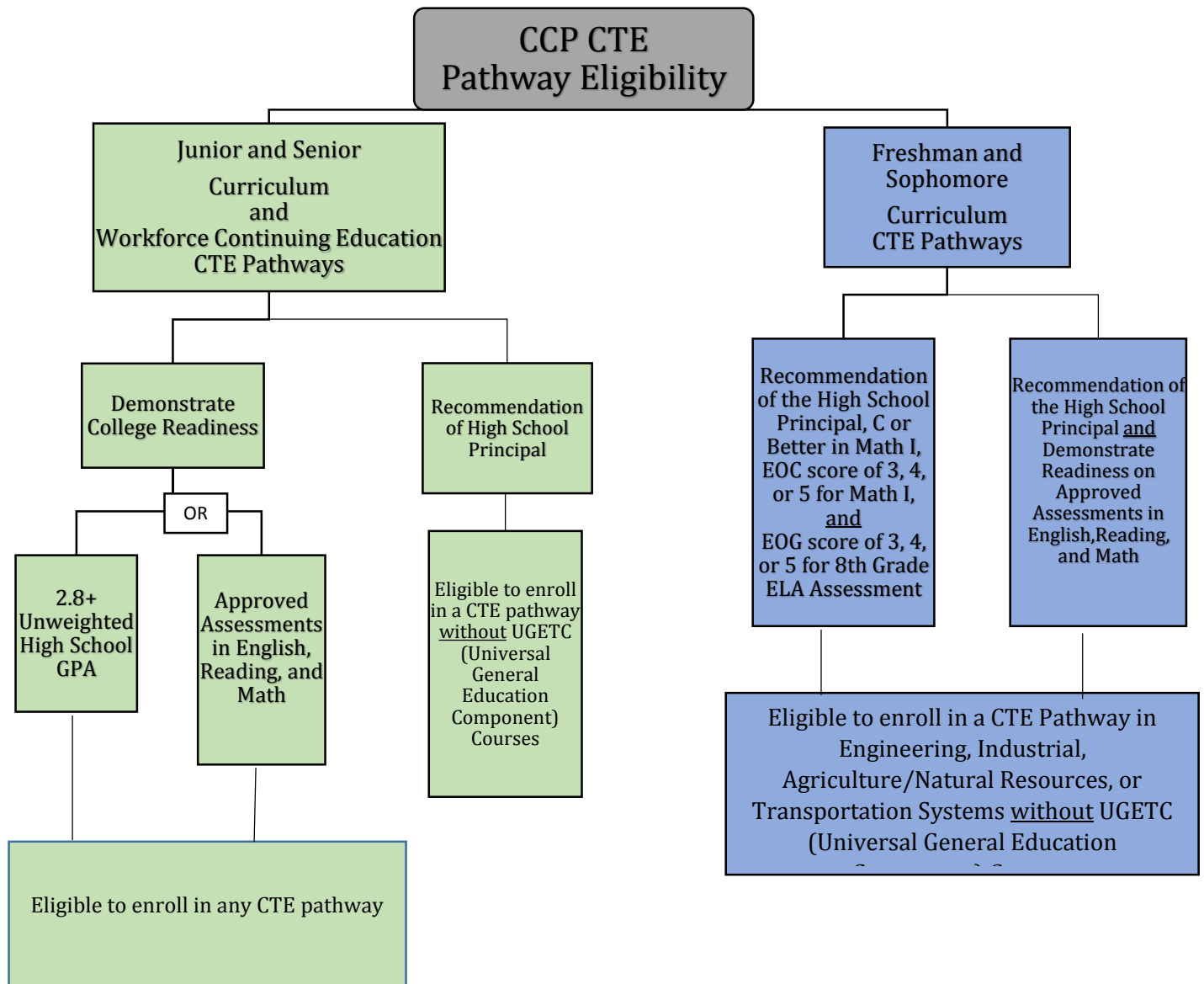


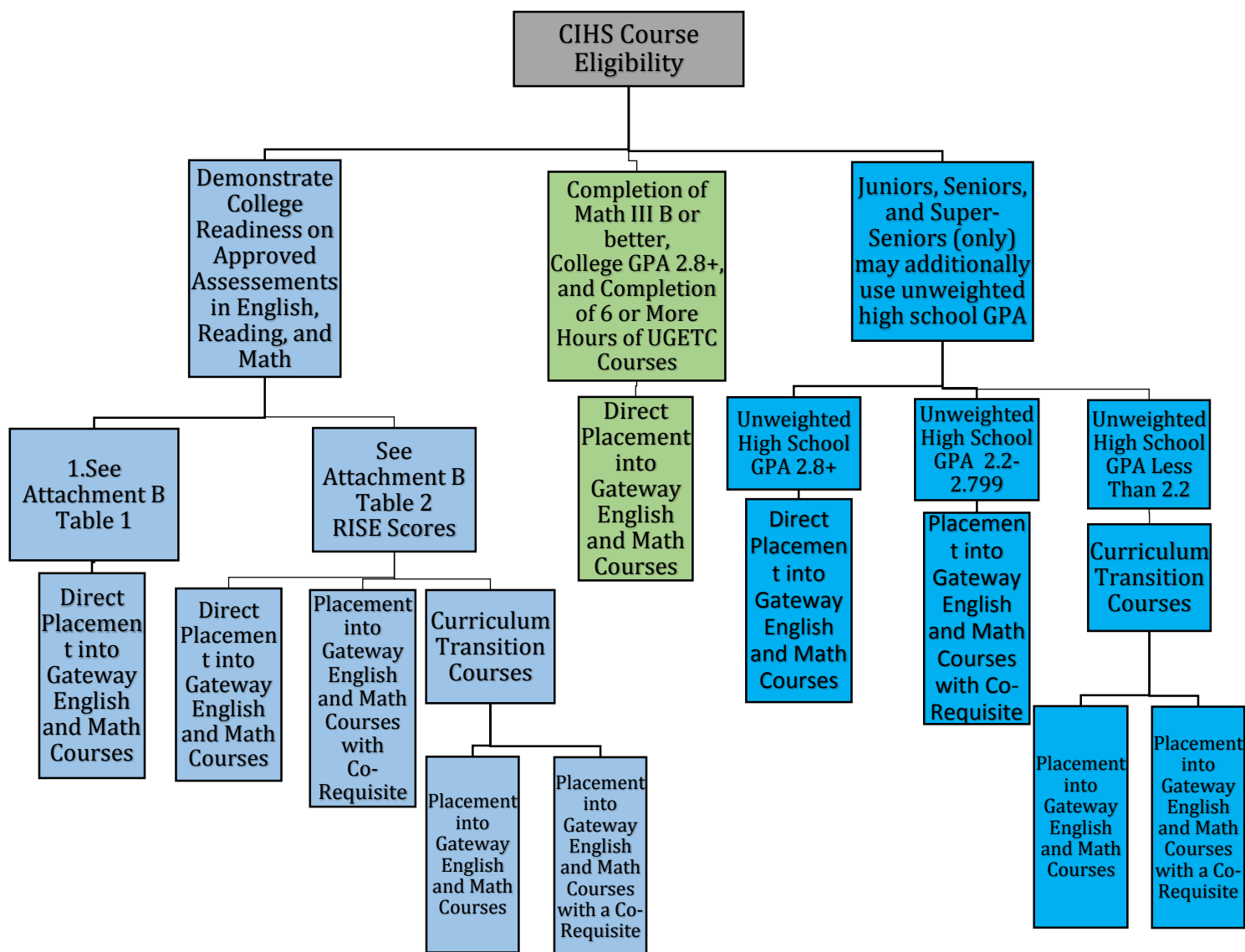
## High School Eligibility Standards:

- Transfer pathway students will have the option to qualify for the program with their **unweighted high school GPA OR assessment scores from Attachment A.**
- Attachment A has been updated to include the new RISE placement scores, AP, IB, and Cambridge as new assessment options for entry into the program.
- Provisional entry into transfer pathways will no longer exist because the requirement for GPA and assessment scores will become an OR instead of AND.
- CTE pathway students will have the option to qualify for the program with their **unweighted high school GPA OR assessment scores from Attachment A.**
- Principals (or their designee) may still submit a waiver to allow a student entry into a CTE pathway. If a waiver is submitted, the principal (or their designee) will need to provide a rationale for why the GPA requirement was waived. **CTE pathways that include UGETC (Universal General Education Transfer Component) courses will not be eligible for the principal waiver/designee waiver for entry into the CCP program.**
- CTP and CTE Pathway students who enroll in gateway English or math courses will have the option to enroll in the new English and math co-req courses once admitted, but they will not be required to do so (think of the co-requisites as optional gen ed).
- **Cooperative Innovative High School (CIHS) (i.e. early college/middle college/other CIHS program) students will have a new section (Attachment B) with gateway course eligibility options.** The options will include using high school GPA in their junior/senior/super-senior year, assessment options that mirror those in attachment A, additional RISE placement options (which will mirror those adults will have access to), and an option to place using Math III & college GPA.









**\*Program Eligibility Benchmarks on Approved Diagnostic Assessment Tests**

Test	PSAT 10 and PSAT/NMSQT (2015 and Future)	SAT (March 2016 and Future)	Pre-ACT and ACT	NC DAP (NCCCS Cut Score)	RISE Placement Test
<b>English</b>	26 or a composite score of 460 for Evidenced-Based Reading and Writing	480  composite score for Evidenced- Based Reading and Writing	18	Composite score of 151 or higher	75 or higher on Tier 1 <b><u>and</u></b>  Tier 2  <i>(See RISE placement Guide)</i>
<b>Reading</b>	26 or a composite score of 460 for Evidenced-Based Reading and Writing		22		
<b>Mathematics</b>	24.5 or 510	530	22	7 on each assessment for DMA 010 thru 060	75 or higher on Tier 1 <b><u>and</u></b> Tier 2 <b><u>and</u></b> Tier 3 <i>(See RISE placement Guide)</i>
<b>Advanced Placement (AP)</b>		<b>International Baccalaureate (IB)</b>		<b>Cambridge International Examinations</b>	
English, Language and Compositi on	3 or higher	IB English A (Standard or Higher Level)	4 or higher	AS Level English Language	C or higher
English, Literature , and Compositi on	3 or higher	IB Mathematics (Higher Level)	4 or higher	A Level English Language	C or higher
Calculus AB	3 or higher	IB Advanced Mathematics (Higher Level)	4 or higher	AS Level Language and Literature in English	C or higher
Calculus BC	3 or higher	IB Mathematical Studies (Standard Level)	4 or higher	AS Level Math	C or higher
*To be eligible for enrollment in a College Transfer Pathway, students must demonstrate college readiness in English, reading, and mathematics on an approved test or tests. Eligibility may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 22 on ACT math with a 480 on SAT composite score for evidenced based reading and writing to demonstrate college readiness.				A Level Math	C or higher
				A Level Mathematics - Further	C or higher

## Cooperative Innovative High School (CIHS) Course Eligibility Policy

In order to enroll in a gateway English (ENG 111) and/or gateway math (MAT 110 or higher) course, students must demonstrate college readiness in English, reading, and mathematics on an approved test or tests. Eligibility may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 22 on ACT math with a 480 on SAT composite score for evidenced based reading and writing to demonstrate college readiness.

CIHS Students can enroll in a gateway English or math course by:

1. Grades 9-13 - Demonstrate college readiness in English, reading and mathematics on an approved assessment. *(See Table 1 & Table 2 for course placement scores below.)* **or**
2. Grades 9-13 Completion of Math III with a B or better, have a college GPA of 2.8 or higher which includes 6 or more hours of UGETC courses. **or**
3. Be a junior or senior/super-senior **and** have an unweighted high school GPA of 2.8 or higher to directly place into a gateway English or math course without a co-requisite; Be a junior or senior/super-senior **and** have an unweighted high school GPA of 2.2-2.799 to place into a gateway English or math course with a co-requisite; Junior or senior/super-seniors with an unweighted high school GPA less than 2.2 may enroll in the curriculum transition courses.

**Table 1. Direct Placement Course Eligibility Scores – CIHS Grades 9-13**

Test	PSAT 10 and PSAT/NMSQT 2015 and Future**	SAT (March 2016 and Future)	Pre-ACT and ACT	NC DAP(NCCCS Cut Score)	RISE Placement Test
English	26 or a composite score of 460 for Evidenced-Based Reading and Writing	480 composite score for Evidenced-Based Reading and Writing	18	Composite score of 151 or higher	See Table 2 Below**
Reading	26 or a composite score of 460 for Evidenced-Based Reading and Writing		22		
Mathematics	24.5 or 510	530	22	7 on each assessment for DMA 010 thru 060	See Table 2 Below**
Advanced Placement (AP)		International Baccalaureate (IB)		Cambridge International Examinations	
English, Language and Composition	3 or higher	IB English A (Standard or Higher Level)	4 or higher	AS Level English Language	C or higher
English, Literature, and	3 or higher	IB Mathematics (Higher Level)	4 or higher	A Level English Language	C or higher

Composition					
Calculus AB	3 or higher	IB Advanced Mathematics (Higher Level)	4 or higher	AS Level Language and Literature in English	C or higher
Calculus BC	3 or higher	IB Mathematical Studies (Standard Level)	4 or higher	AS Level Math	C or higher
<p>*To be eligible for enrollment in a gateway English or math course, students must demonstrate college readiness in English, reading, and mathematics on an approved test or tests. Eligibility may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 22 on ACT math with a 480 on SAT composite score for evidenced based reading and writing to demonstrate college readiness.</p>				A Level Math	C or higher
				A Level Mathematics - Further	C or higher

**Table 2. RISE English and Math Assessment/Course Eligibility Scores – CIHS Grades 9-13**

<b>**RISE English Assessment/Course Eligibility**</b>			
<b>Student is eligible to register for:</b>			
Tier 1 (unit 6) placement test*		ENG-111 with a co-requisite	
Tier 2 (unit 10) placement test**		ENG-111 without a co-requisite	
*If a student does not score 75+ on the RISE English Tier 1 placement test he/she may enroll in the curriculum RISE Transition English course (available through curriculum only).			
**A student must score 75+ on Tier 1 before taking the Tier 2 placement test.			
<b>**RISE Math Assessment/Course Eligibility**</b>			
<b>A score of 75+ on:</b>	<b>Student is eligible to register for:</b>		
Tier 1 (unit 8)*	MAT-110 without a co-requisite	<b>OR</b>	MAT-143 with a co-requisite <b>OR</b> MAT-152 with a co-requisite <i>Note: Enrollment in MAT-143 and MAT-152 also contains a pre-requisite of ENG-002, grade P1 or higher (this replaces DRE-098).</i>
Tier 2 (unit 12)**	MAT-143 without a requisite <b>OR</b> MAT-152 without a co-requisite	<b>OR</b>	MAT-121 with a co-requisite <b>OR</b> MAT-171 with a co-requisite
Tier 3 (unit 17)***	MAT-121 without a co-requisite <b>OR</b> MAT-171 without a co-requisite		
*If a student does not score 75+ on Tier 1 he/she may enroll in the curriculum RISE Transition Math course (available through curriculum only).			
**A student must score 75+ on Tier 1 before taking the Tier 2 placement test.			
***A student must score 75+ on Tier 2 before taking the Tier 3 placement test.			

# Edgecombe Community College

## Career and College Promise College Transfer Pathway Leading to the Associate in Arts (P1012C)

The CCP College Transfer Pathway Leading to the Associate in Arts is designed for high school students who wish to begin study toward the Associate in Arts degree and a baccalaureate degree in a non-STEM major.

<b>GENERAL EDUCATION (31-32 SHC)</b>		
The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC) component of the Comprehensive Articulation Agreement.		
<b>English Composition (6 SHC)</b>		
<i>The following two English composition courses are required.</i>		
ENG 111	Writing & Inquiry	(3 SHC)
ENG 112	Writing/Research in the Disciplines	(3 SHC)
<i>Select three courses from the following from at least two different disciplines</i>		
<b>Communication (9 SHC)</b>		
COM 120	Introduction to Interpersonal Communication	(3 SHC) <b><u>or</u></b>
COM 231	Public Speaking	(3 SHC)
<b>Humanities/Fine Arts</b>		
ART 111	Art Appreciation	(3 SHC)
ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)
DRA 111	Theatre Appreciation	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
ENG 241	British Literature I	(3 SHC)
ENG 242	British Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)
PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)
<b>Social/Behavioral Sciences (9 SHC)</b>		
<i>Select three courses from the following from at least two different disciplines:</i>		
ECO 251	Principles of Microeconomics	(3 SHC)
ECO 252	Principles of Macroeconomics	(3 SHC)
HIS 111	World Civilizations I	(3 SHC)
HIS 112	World Civilizations II	(3 SHC)
HIS 131	American History I	(3 SHC)
HIS 132	American History II	(3 SHC)
POL 120	American Government	(3 SHC)
PSY 150	General Psychology	(3 SHC)
SOC 210	Introduction to Sociology	(3 SHC)

**Math (3-4 SHC)***Select one course from the following:*

MAT 143	Quantitative Literacy	(3 SHC)
MAT 152	Statistical Methods I	(4 SHC)
MAT 171	Precalculus Algebra	(4 SHC)

Please see CC16-025 at <https://www.nccommunitycolleges.edu/numbered-memos/cc16-025>  
for direct placement criteria for MAT 271 Calculus I.

**Natural Sciences (4 SHC)***Select 4 SHC from the following course(s):*

AST 111	Descriptive Astronomy	(3 SHC) <b>and</b>
AST 111A	Descriptive Astronomy Lab	(1 SHC)
AST 151	General Astronomy I	(3 SHC) <b>and</b>
AST 151A	General Astronomy Lab I	(1 SHC)
BIO 110	Principles of Biology	(4 SHC)
BIO 111	General Biology I	(4 SHC)
CHM 151	General Chemistry I	(4 SHC)
GEL 111	Introductory Geology	(4 SHC)
PHY 110	Conceptual Physics	(3 SHC) <b>and</b>
PHY 110A	Conceptual Physics Lab	(1 SHC)

**Total General Education Hours Required: 32****Academic Transition (1 SHC)***The following course is required:*

ACA 122	College Transfer Success	(1 SHC)
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**\*OPTIONAL GENERAL EDUCATION HOURS (0-8 SHC)**

A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the CAA as a part of this pathway. These courses are not a part of the Universal General Education Transfer Component. Students who complete these courses with a grade of "C" or better will receive transfer credit. The receiving university will determine whether the courses will count as general education, pre-major, or elective credit.

**Total Semester Hours Credit (SHC) in Program: 32- 41\***

High school students in the CCP College Transfer Pathway Leading to the Associate in Arts must complete the entire pathway before taking additional courses in the Associate in Arts degree, with the exception of mathematics courses beyond MAT 171 in the Associate in Arts.

*Editorial Revision 03/16/20.*

## Career and College Promise College Transfer Pathway Leading to the Associate in Science (P1042C)

The CCP College Transfer Pathway Leading to the Associate in Science is designed for high school students who wish to begin study toward the Associate in Science degree and a baccalaureate degree in a STEM or technical major.

### GENERAL EDUCATION (34 SHC)

The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC).

#### English Composition (6 SHC)

*The following two English composition courses are required.*

ENG 111	Writing & Inquiry	(3 SHC)
ENG 112	Writing/Research in the Disciplines	(3 SHC)

*Select two courses from the following from at least two different disciplines (6 SHC)*

#### Communication

COM 120	Introduction to Interpersonal Communication	(3 SHC)
<b>or</b>		
COM 231	Public Speaking	(3 SHC)

#### Humanities/Fine Arts

ART 111	Art Appreciation	(3 SHC)
ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)
DRA 111	Theatre Appreciation	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
ENG 241	British Literature I	(3 SHC)
ENG 242	British Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)
PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)

#### Social/Behavioral Sciences (6 SHC)

*Select two courses from the following from at least two different disciplines:*

ECO 251	Principles of Microeconomics	(3 SHC)
ECO 252	Principles of Macroeconomics	(3 SHC)
HIS 111	World Civilizations I	(3 SHC)
HIS 112	World Civilizations II	(3 SHC)
HIS 131	American History I	(3 SHC)
HIS 132	American History II	(3 SHC)
POL 120	American Government	(3 SHC)
PSY 150	General Psychology	(3 SHC)
SOC 210	Introduction to Sociology	(3 SHC)



**Math (8 SHC)***Select two courses from the following:*

MAT 171	Precalculus Algebra	(4 SHC)
MAT 172	Precalculus Trigonometry	(4 SHC)
MAT 263	Brief Calculus	(4 SHC)
MAT 271	Calculus I	(4 SHC)
MAT 272	Calculus II	(4 SHC)

Please see CC16-025 at [nccommunitycolleges.edu/numbered-memos/cc16-025](http://nccommunitycolleges.edu/numbered-memos/cc16-025) for direct placement criteria for MAT 271 Calculus I.

**Natural Sciences (8 SHC)***Select 8 SHC from the following course(s):*

AST 151	General Astronomy I	(3 SHC)	<b><u>and</u></b>
AST151A	General Astronomy Lab I	(1 SHC)	
BIO 110	Principles of Biology	(4 SHC)	
BIO 111	General Biology I	(4 SHC)	<b><u>and</u></b>
BIO 112	General Biology II	(4 SHC)	
CHM 151	General Chemistry I	(4 SHC)	<b><u>and</u></b>
CHM 152	General Chemistry II	(4 SHC)	
GEL 111	Introductory Geology	(4 SHC)	
PHY 110	Conceptual Physics	(3 SHC)	<b><u>and</u></b>
PHY 110	Conceptual Physics Lab	(1 SHC)	
PHY 151	College Physics I	(4 SHC)	<b><u>and</u></b>
PHY 152	College Physics II	(4 SHC)	
PHY 251	General Physics I	(4 SHC)	<b><u>and</u></b>
PHY 252	General Physics II	(4 SHC)	

**Total General Education Hours Required: 34****Academic Transition (1 SHC)***The following course is required:*

ACA 122	College Transfer Success	(1 SHC)
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**\*OPTIONAL GENERAL EDUCATION HOURS (0-8 SHC)**

A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the CAA as a part of this pathway. These courses are not a part of the Universal General Education Transfer Component. Students who complete these courses with a grade of "C" or better will receive transfer credit. The receiving university will determine whether the courses will count as general education, pre-major, or elective credit.

**Total Semester Hours Credit (SHC) in Pathway: 35-43\***

**High school students in the CCP College Transfer Pathway Leading to the Associate in Science must complete the entire pathway before taking additional courses in the Associate in Science degree, with the exception of mathematics courses beyond MAT 271.**

*Editorial Revision 03/16/20.*

## Career and College Promise Associate Degree Nursing (ADN) Pathway (P1032C)

The Career and College Promise (CCP) ADN Pathway is designed for high school students who wish to begin their educational studies toward the Associate in Nursing degree and a Baccalaureate degree in Nursing. The Pathway is based on Block 1 of the *Uniform Articulation Agreement between the University of North Carolina's Registered Nurse to Bachelor of Science in Nursing programs and the North Carolina Community College Associate Degree Nursing Programs* which was approved by the State Board of Community Colleges and the UNC Board of Governors in February 2015.

A student who completes an Associate in Applied Science (AAS) in Nursing, which includes the courses listed below, with a GPA of at least 2.0 and a grade of C or better and completes the courses in Blocks 2-3 of the *Uniform Articulation Agreement between the University of North Carolina's Registered Nurse to Bachelor of Science in Nursing programs and the North Carolina Community College Associate Degree Nursing Programs* with a GPA of at least 2.0 and a grade of C or better, and who holds a current unrestricted license as a Registered Nurse in North Carolina will have fulfilled the UNC institutions lower-division general education requirements as well as nursing program entry requirements. However, because nursing program admissions are competitive, no student is guaranteed admission to the program of his or her choice.

### GENERAL EDUCATION (23 SHC)

These courses are contained in Block 1 of the Five Block Degree Plan located within the RN to BSN Articulation Agreement.

#### English Composition (6 SHC)

*The following English composition course is required.*

ENG	111	Writing and Inquiry	(3 SHC)
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*Select one course from the following (3 SHC)*

ENG	112	Writing/Research in the Disciplines	(3 SHC)
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**or**

ENG	114	Prof Research & Reporting	(3 SHC)
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#### Humanities/Fine Arts (3 SHC)

*Select one course from the following (3 SHC):*

ART	111	Art Appreciation	(3 SHC)
ART	114	Art History Survey I	(3 SHC)
ART	115	Art History Survey II	(3 SHC)
MUS	110	Music Appreciation	(3 SHC)
MUS	112	Introduction to Jazz	(3 SHC)
PHI	215	Philosophical Issues	(3 SHC)
PHI	240	Introduction to Ethics	(3 SHC)
HUM	115	Critical Thinking	(3 SHC)

#### Social/Behavioral Sciences (6 SHC)

*The following courses are required (6 SHC):*

PSY	150	General Psychology	(3 SHC)
PSY	241	Developmental Psychology	(3 SHC)

**Natural Sciences (8 SHC)**

Select one sequence from the following (8 SHC):

BIO	165	Anatomy and Physiology, I	(4 SHC) <b><u>and</u></b>
BIO	166	Anatomy and Physiology II	(4 SHC) <b><u>or</u></b>
BIO	168	Anatomy and Physiology, I	(4 SHC) <b><u>and</u></b>
BIO	169	Anatomy and Physiology II	(4 SHC)

**Other Required Hours (1 SHC)****Academic Transition (1 SHC)**

The following course is required:

ACA	122	College Transfer Success	(1 SHC)
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**Total Semester Hours Credit (SHC) in Pathway: 24 SHC**

***\*Denotes courses (23 Semester Hours of Credit) in Block 1 of the Five Block Degree Plan that are completed as part of the North Carolina Community College AAS Nursing degree.***

For additional information about Blocks 2 and 3 of the Five Block Degree Plan located within the Uniform Articulation Agreement between the University of North Carolina RN to BSN please visit:

[ncccommunitycolleges.edu/academic-programs-college-transferarticulation-agreements](http://ncccommunitycolleges.edu/academic-programs-college-transferarticulation-agreements)

**High school students in the CCP Associate Degree Nursing Pathway to the Associate in General Education Nursing (A1030N) program must complete the entire pathway before taking additional courses in the Associate in General Education Nursing (A1030N) program.**

*ADN Pathway approved by SBCC on 4/21/2017; Editorial Revision 03/16/20.*

## **Career and Technical Education Pathways Available at ECC:**

### **Accounting (C25800AH)**

<b>Courses for Fall</b>	<b>Hours</b>
ACC 120 Principals of Financial Accounting	4 SHC
BUS 115	3 SHC
<b>Courses for Spring</b>	<b>Hours</b>
ACC 121	4 SHC
ACC 149	2 SHC
<b>Total Hours</b>	<b>13 SHC</b>

### **Agribusiness (C15100CH)**

<b>Courses for Fall</b>	<b>Hours</b>
AGR 212	3 SHC
ANS 110	3 SHC
<b>Courses for Spring</b>	<b>Hours</b>
AGR 140	3SHC
AGR 261	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

### **Animal Science (C15100AH)**

<b>Courses for Fall</b>	<b>Hours</b>
ANS 110	3 SHC
ANS 115	3 SHC
<b>Courses for Spring</b>	<b>Hours</b>
ACM 111	3 SHC
ANS 160	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

### **Automotive Systems Technology-Basic Automotive Servicing Certificate (C60160AH)**

<b>Courses for Fall</b>	<b>Hours</b>
TRN 110 Intro to Transport Tech	2 SHC
AUT 116 Engine Repair	3 SHC
<b>Courses for Spring</b>	<b>Hours</b>
TRN 120 Basic Transp Electricity	7 SHC
AUT 151 Brake Systems	5 SHC
<b>Total Hours</b>	<b>17 SHC</b>

### **Business Administration-Business Leadership Certificate (C25120GH) - updated for Fall 2018**

<b>Courses for Fall</b>	<b>Hours</b>
BUS 110 Principles of Business	3 SHC
MKT 120 Principles of Marketing	3 SHC
<b>Courses for Spring</b>	<b>Hours</b>
BUS 137 Principles of Management	3 SHC

BUS 240 Business Ethics	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

#### **Collision Repair and Refinishing Technology-Non-Structural Damage Certificate (C60130AH)**

<b>Courses For Fall</b>	<b>Hours</b>
AUB 121 Non-Structural Damage I	3 SHC
TRN 110 Intro to Transport Tech	2 SHC
<b>Courses for Spring</b>	<b>Hours</b>
AUB 111 Painting and Refinishing I	4 SHC
TRN 180 Basic Welding for Transp	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

#### **Cosmetology Certificate (C55140AH)**

<b>Courses for Fall</b>	<b>Hours</b>
COS 111AB Cosmetology Concepts I	2 SHC
COS 112AB Salon I	4 SHC
<b>Courses for Spring</b>	<b>Hours</b>
COS 111BB Cosmetology Concepts II	2 SCH
COS 112BB Salon II	4 SCH
<b>Other classes</b>	<b>Hours</b>
COS 113 Cosmetology Concepts II	4 SHC
COS 114 Salon II	8 SHC
COS 115 Cosmetology Concepts III	4 SHC
COS 116 Salon III	4 SHC
COS 117 Cosmetology Concepts IV	2 SHC
<b>Total Hours</b>	<b>34 SHC</b>

#### **Criminal Justice Technology Certificate (C55180AH)**

<b>Courses for Fall</b>	<b>Hours</b>
CJC 131 Criminal Law	3 SHC
CJC 112 Criminology	3 SHC
<b>Courses for Spring</b>	<b>Hours</b>
CJC 111 Intro to Criminal Justice	3 SHC
CJC 221 Investigative Principles	4 SHC
<b>Total Hours</b>	<b>13 SHC</b>

#### **Distribution Management (C25620AH) – completely online**

<b>Courses for Fall</b>	<b>Hours</b>
LOG 110 Intro. To Logistics	3
LOG 210 Fleet Management	3
<b>Courses for Spring</b>	<b>Hours</b>
LOG 120 Global Logistics	3
LOG 211 Distribution Management	3
<b>Total</b>	<b>12 SHC</b>

**Early Childhood Education Certificate (C55220CH) – sequence *updated for Fall 2019***

<b>Courses for Fall</b>	<b>Hours</b>
EDU 119 Intro to Early Childhood Education	4 SHC
EDU 184 Early Childhood Intro Practicum)	2 SHC
<b>Classes for Spring</b>	<b>Hours</b>
EDU 151 Creative Activities	3 SHC
EDU 151 A Creative Activities Lab	1 SHC
EDU 259 Curriculum Planning	3 SHC
<b>Total Hours</b>	<b>13 SHC</b>

**Electrical Systems Technology-AMP Certificate (C35130GH) Taught at NE and ECC**

<b>Courses for Fall</b>	<b>Hours</b>
ELC 112 DC/AC Electricity	5 SHC
ISC 112 Industrial Safety	2 SHC
<b>Courses for Spring</b>	<b>Hours</b>
ELC 126 Electrical Computations	3 SHC
ELC 117 Motors and Controls	4 SHC
<b>Total Hours</b>	<b>14 SHC</b>

**Facility Maintenance Worker-Construction Building Certificate (C50170BH)**

<b>Courses for Fall</b>	<b>Hours</b>
FMW 107 – Introduction to Carpentry	3 SHC (T-F 12:15 – 2:15)
BPR 130 – Print Reading/Construction	3 SHC (M 12:15 – 2:15)
<b>Spring</b>	<b>Hours</b>
FMW 102 – House Wiring	4 SHC (T-F 12:15 – 2:15)
ISC 112 – Industrial Safety	2 SHC (M 12:15 – 2:15)
<b>Total Hours</b>	<b>12 SHC</b>

**Human Services Technology Certificate (C45380BH)**

<b>Courses for Fall</b>	<b>Hours</b>
HSE 110 Introduction to Human Services	3 SHC
HSE 123 Interviewing	3 SHC
PSY 150 General Psychology	3 SHC
<b>Courses for Spring</b>	<b>Hours</b>
SAB 110 Substance Abuse Overview	3 SHC
SOC 210 Introduction to Sociology	3 SHC
<b>Total Hours</b>	<b>15 SHC</b>

**Information Technology – Network Management – CCENT Prep (C25590BA)**

<b>Courses</b>	<b>Hours</b>
<b>Fall (1<sup>st</sup> semester)</b>	
CTI 115 Computer Systems Foundations	3 SHC
CTI 120 Networking & Sec Foundations	3 SHC
<b>Spring (2<sup>nd</sup> semester)</b>	<b>Hours</b>

NET 125 Networking Basics	3 SHC
<b>Fall (3<sup>rd</sup> semester)</b>	<b>Hours</b>
NET 126 (NET 125 Pre-req)	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

**Information Technology – Support Services - Exploration (C25590AA)**

<b>Courses for Fall</b>	<b>Hours</b>
CTI 115 Computer Systems Foundations	3 SHC
CTI 120 Networking & Sec. Foundations	3 SHC
<b>Courses for Spring</b>	<b>Hours</b>
CTI 110 Web, Pgm, & DB Foundations	3 SHC
CTS 115 Info Sys. Business Concepts	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

**Information Technology – Support Services – Networking Foundations (C25590AC)**

<b>Courses for Fall</b>	<b>Hours</b>
CTI 115 Computer Systems Foundations	3 SHC
CTI 120 Networking & Sec Foundations	3 SHC
<b>Spring</b>	<b>Hours</b>
NET 110 Networking Concepts	3 SHC
NOS 230 Windows Admin I	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

**Information Technology – Software and Web Development – Software Dev. Foundations (C25590CB)**

<b>Spring (1<sup>st</sup> semester)</b>	<b>Hours</b>
CIS 115 Intro to Programming and Logic (Math pre req)	3 SHC
CTI 110 Web, Pgm, & DB Foundations	3 SHC
<b>Fall (2<sup>nd</sup> semester)</b>	<b>Hours</b>
CSC 134 C++ Programming	3 SHC
<b>Spring (3<sup>rd</sup> semester)</b>	<b>Hours</b>
CSC 151 JAVA Programming	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

**Information Technology – Support Services – Support Foundations (C25590AB)**

<b>Courses</b>	<b>Hours</b>
<b>Fall</b>	
CTI 115 Computer Systems Foundations	3 SHC
CTS 155 Tech Support Functions	3 SHC
<b>Spring</b>	<b>Hours</b>
CTS 120 Hardware/Software Support	3 SHC
NOS 230 Windows Admin I	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

**Information Technology – Software and Web Dev. – Web and Mobile Dev. Foundations (C25590CA)**

<b>Spring (1<sup>st</sup> semester)</b>	<b>Hours</b>
CTI 110 Web, Pgm, & DB Foundations	3 SHC
<b>Fall (2<sup>nd</sup> semester)</b>	<b>Hours</b>
CTI 150 Mobile Device Concepts	3 SHC
<b>Spring (3<sup>rd</sup> semester)</b>	<b>Hours</b>
WEB 115 Web Markups & Scripting (CTI 110 pre req)	3 SHC
WEB 141 Mobile Interface Design (CTI 110 pre req)	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

**Manufacturing Technology (C50320IH)**

<b>Courses for Fall</b>	<b>Hours</b>
ELC 131	4 SHC
MEC 145	3 SHC
<b>Courses for Spring</b>	<b>Hours</b>
MEC 151	2 SHC
MEC 231	3 SHC
HYD 110	3 SHC
<b>Total Hours</b>	<b>15 SHC</b>

**Medical Office Administration Certificate (C25310AH) – updated for Fall 2018**

<b>Courses for Fall</b>	<b>Hours</b>
MED 121 Medical Terminology I	3 SHC
OST 148 Medical Coding Billing & Insurance	3 SHC
<b>Courses for Spring</b>	<b>Hours</b>
MED 122 Medical Terminology II	3 SHC
OST 149 Medical Legal Issues	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

**Trucking Operations Management High School Certificate (C25620BH) – taught online but requires an internship in Spring courses.**

<b>Courses for Fall</b>	<b>Hours</b>
LOG 110 Introduction to Logistics	3 SHC
LOG 210 Fleet Management	3 SHC
<b>Courses for Spring</b>	<b>Hours</b>
TOM 231 Fleet Maintenance	3 SHC
TOM 250 Operations of Trucking I	3 SHC
<b>Total Hours</b>	<b>12 SHC</b>

**Welding Certificate (C50420AH)**

<b>Courses</b>	<b>Hours</b>
<b>Fall</b>	
WLD 112 – Basic Welding Processes	2 SHC



WLD 110 – Cutting Processes	2 SHC
<b>Spring</b>	<b>Hours</b>
WLD 115 – SMAW (Stick) Plate	5 SHC
WLD 121 – GMAW (MIG) Plate FCAW/Plate	4 SHC
<b>Total Hours</b>	<b>14 SHC</b>

Once in the Career and Technical Pathway, students must continue to make progress toward high school graduation and maintain college GPA of 2.0. A student may change his or her program of study with the approval of the high school principal or designee and the college's chief student development administrator. A student may enroll in a College Transfer Pathway and a Career and Technical Program of Study.

To take advantage of these opportunities, students need to speak with their high school Counselor, Career Coaches or their Career Development Counselor. You can also call Shawn Dawes at 823-5166 ext. 205. Students will need to obtain the appropriate forms for each semester they plan to attend. Depending on their high school schedules, students can take ECC classes during high school hours or in the evenings, however if they take courses outside of the school day they must purchase their own textbook.

For more information about Career and College Promise program, and what ECC has to offer, please feel free to call Shawn Dawes at 252-823-5166 ext. 205.

## English

The Common Core State Standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards—and the necessary shifts they call for—is essential to implementing the standards well.

1. Regular practice with complex texts and their academic language
2. Reading, writing, and speaking grounded in evidence from texts, both literary and informational
3. Building knowledge through content-rich nonfiction

### **ENGLISH I – 10212XOE1**

**(NE, SW, T)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: In English I ninth grade students study types of literature and literary works according to literary terms, poetic devices, reading skills, grammatical conventions, vocabulary strategies, and writing styles. Basic elements of drama, poetry, mythology, short stories, reading comprehension, and grammar are also studied.

**ENGLISH I HONORS – 10215XOE1H****(E, NE, SW, T)**

Prerequisites: Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: In English I Honors ninth grade students will analyze, synthesize, and evaluate types of literature and literary works according to elements of plot, theme, tone, style, and characterization. Emphasis is on figurative language; poetic devices; essays; fiction; mythology; PSAT/SAT vocabulary; grammatical conventions; writing styles; and elements of drama, poetry, essays, and short stories. Research skills in note taking, documentation, editing and revision will be utilized in writing short reports in the content areas.

**ENGLISH II – 10222XOE2****(NE, SW, T)**

Prerequisites: English I

Length: 1 Semester

Credit: 1

Description: English II emphasizes reading and writing about world writers and their literature. Grammar and writing concentrate on analysis of literature and expository essays. This 10th grade course builds on the literary elements and vocabulary skills introduced in English I. Research reports and responding to prompts serve as a basis for point of view, expository, and informational writing. Students in this course are required to take the state EOC exam.

**ENGLISH II HONORS – 10225XOE2H****(E, NE, SW, T)**

Prerequisites: English I &amp; Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: English II Honors builds on the literary and vocabulary skills introduced in English I Honors, with emphasis on works by world writers, contemporary as well as classic. Grammar is incorporated in the study of the techniques of writing. Research projects will be required as per ECPS guidelines. Summer and outside supplementary reading are required for this 10th grade honors course. Students in this course are required to take the state EOC exam.

**ENGLISH III – 10232XOE3****(NE, SW, T)**

Prerequisites: English II

Length: 1 Semester

Credit: 1

Description: In English III the reading of American literature, chronologically and thematically, concentrates on vocabulary, reading comprehension, the American historical perspective of literature, the American culture, and literary movements and techniques. Strategies for preparing for the PSAT/SAT, including vocabulary skills, are reviewed and practiced. Research projects will be required as per ECPS guidelines.

**ENGLISH III HONORS – 10235XOE3H****(E, NE, SW, T)**

Prerequisites: English II &amp; Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: English III Honors emphasizes rigorous reading and writing about American literature, contemporary and classic. Summer and outside supplementary reading, selected from the American classics, are required. Research projects will be required as per ECPS guidelines. A career unit may also be included. Strategies for preparing for the PSAT/SAT, including vocabulary skills, are stressed.

**ENGLISH IV – 10242XOE4****(NE, SW, T)**

Prerequisites: English III

Length: 1 Semester

Credit: 1

Description: English IV studies a survey of British literature, history, and language. Reading and writing about the literature will be emphasized, with the conventions of grammar and writing emphasized and incorporated in response to literary works. Students concentrate on vocabulary, research, critiques, literary criticism, and literary analysis. Research projects may include a senior project/paper/presentation. Communication skills are stressed in business and professional writing, as well as oral presentation.

**ENGLISH IV HONORS – 10245OXE4H****(E, NE, SW, T)**

Prerequisites: English III &amp; Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: English IV Honors is a briskly paced, rigorous course that involves the reading and writing of British literature and authors, classic and contemporary. Summer and outside supplementary reading relating to British literature are required. Research projects will be required as per ECPS guidelines. Literary writing builds on the vocabulary and analysis of literary elements mastered in Honors English I, II, and III.

**CAREER & COLLEGE READY GRADUATE (CCRG) ENGLISH IV – 10242X0CRG****(NE, SW, T)**

Prerequisites: Student must be a senior

Length: 1 Semester

Credit: 1

Description: The State Board of Community Colleges (SBCC) in consultation with the State Board of Education (SBOE) developed a program that introduces the college developmental reading curriculum in high school. High school students that are not career and college ready by the end of their junior year, will have opportunities for college remediation prior to high school graduation through cooperation with community college partners. This course will count as the fourth level English for graduation.

**AP ENGLISH LANGUAGE & COMPOSITION – 1A007XELA****(SW, T)**

Prerequisites: Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: The course teaches students how to identify, analyze, and utilize the power of rhetoric to persuade an audience. This course is presented as a chronological survey of American literature. The genre of the nonfiction essay is explored extensively as support to the themes presented in the literature. Students will learn to analyze the audience, purpose and rhetorical strategies used by a wide variety of authors, and they will also learn how to employ those strategies in their own writing as they develop their purpose and identify their audience.

**AP ENGLISH LITERATURE & COMPOSITION – 1A017XOELI****(SW, T)**

Blended Course meets English IV graduation requirement

Prerequisites: Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: AP English Literature and Composition adheres to the common core state standards requirements for English IV as well as the College Board recommendations for an approved advanced placement course. This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The writing

assignments will focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Writing instruction includes attention to developing and organizing ideas in clear, coherent, and persuasive language.

**CREATIVE WRITING – 10252XOECW**

**(NE)**

Prerequisites: English III or English IV

Length: 1 Semester

Credit: 1

Description: Creative Writing is an advanced study of and practice in various methods of writing. Methods include journalism and editing as applied to non-fiction books, periodicals, and news articles; writing for business and industry (i.e., memos, resumes, and press kits); poetry writing, postmodern poetry, and song lyrics; fiction writing, with focus on prose and methods of publication; script writing (i.e., stage and screenplays); public policy, legal documents, and practice. Students in Creative Writing read and critically examine different styles in order to creatively produce original works and self-contained portfolios.

**ELA LOCAL ELECTIVE – 10255XO**

**(NE, T)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: Scholars in this ELA seminar develop foundational skills in reading, writing, thinking, and speaking that prepare them for the next level English course and the world of college and work.

**JOURNALISM I HONORS – 10315XO**

**(T)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: Journalism scholars develop real-world writing and project management skills with particular emphasis on journalism, digital texts, and yearbook.

**JOURNALISM II HONORS – 10325XO**

**(T)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: Journalism scholars develop advanced writing and project management skills related to journalism, digital texts, and yearbook.

**READING – 10012XO**

**(NE)**

Prerequisites: Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: In this Reading seminar, North Edgecombe scholars will develop foundational skills in reading that are focused on the psychology of reading and reading development, analysis of complex texts, and knowledge of language structure and its application.

**ADVANCED COMPOSITION HONORS – 10255XOADC**

**(E)**

Prerequisites: Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: The ELA Seminar honors course builds a foundation for college-level writing with specific skills-based emphasis on reading carefully, writing effective arguments, understanding the writing process, engaging with others' ideas, citing accurately, and crafting powerful prose. Additional emphasis is placed on grammar, sentence structure, syntax, and skills relevant to the English section of the ACT.

# World Languages

## **SPANISH I – 11412XOS1**

**(E, NE, SW, T)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: This course is an introduction to the study of the Spanish language and its culture. It allows the students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language needs. A general introduction to the culture, its products (e.g., literature, laws, foods and games), perspectives (e.g., attitudes, values and beliefs) and practices (e.g., patterns of social interaction) is integrated throughout the course.

## **SPANISH II – 11422XOS2**

**(E, NE, SW, T)**

Prerequisites: Spanish 1

Length: 1 Semester

Credit: 1

Description: This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in simple conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact with issues of everyday life inside and outside the classroom setting. They compose related sentences that narrate, describe, compare and summarize familiar topics from the Spanish culture. Focus is placed on understanding main ideas. Students develop a better understanding of the similarities and differences between cultures and languages, and they examine the influence of the beliefs and values on the Spanish culture.

# Mathematics

Starting in 2012-2013, the high school mathematics course of study is based upon the national Common Core State Standards for Mathematics (CCSS-M) adopted by the North Carolina State Board of Education in June, 2010. The Common Core Standards specify the mathematics that all students should study in order to be college and career ready. They represent a significant shift in both content and delivery. To see a complete list of standards, please go to [www.corestandards.org](http://www.corestandards.org). The standards are divided into two equally important parts: the Standards for Mathematical Practice and the Standards for Mathematical Content. The Practice Standards describe the characteristics and habits of mind that all mathematically proficient students exhibit. The Standards for Mathematical Practice are:

- Make sense of problems and persevere in solving them.

- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

The Practice Standards will be applied throughout each course and, together with the Content Standards will ensure that students experience mathematics as a coherent, useful, and logical subject.

The Standards for Mathematical Content for high school are divided into six conceptual categories: Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability.

### **Future Ready Core Graduation Requirements**

For all 9<sup>th</sup> graders entering in 2009-2010 and later:

- All students (except OCS) must complete 4 math courses to graduate
- Future Ready Core – Math I, Math II, and Math III (formerly Algebra I, Geometry, Algebra II) and a 4<sup>th</sup> math course beyond Math III (Algebra II) to be aligned with the student's post high school plans.
- For students recommended for the substitution option, please follow the ECPS substitution process with appropriate documentation.

### **FOUNDATIONS OF NC MATH I – 20502SOFM1**

**(NE, SW, T)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: Foundations of Math I provides students a more in-depth study of introductory mathematics skills and builds a solid foundation in algebraic reasoning. This course is designed to prepare students to advance successfully into the Math I course. Successful completion of this course requires a passing score in the class and on a comprehensive final exam. This course provides one unit of elective credit, but does not count as one of the four math credits required for graduation.

### **NC MATH I – 21032XOM1**

**(NE, SW, T)**

Prerequisites: Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their

ability to make sense of problem situations. The final exam is the North Carolina End-of-Course Test based on the Common Core Math 1 Standards.

### **NC MATH I HONORS– 21095XOM1H**

**(E)**

Prerequisites: Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: The Math I honors course formalizes and extends the mathematics that students learned in middle school with a differentiated emphasis on project- and application-based math. The honors-level course follows the same Math I course of study as outlined in the academic level course, including linear relationships, quadratics, modeling, data analysis, and basic geometry. The honors-level course also includes increased academic rigor, scaffolded project-based assignments, and advanced homework expectations.

### **FOUNDATIONS OF NC MATH II – 20512XOFM2**

**(E)**

Prerequisites: Math I & Teacher Recommendation

Length: 1 Semester

Credit: 1

Description: Foundations of Math II is designed as a bridge course between Math I and Math II. In addition to the reinforcement of common core concepts from Math I, this course also introduces students to various principles and concepts of higher level mathematics specifically designed to prepare students for Math II as well as designed to help in a successful transition. This course provides one unit of elective credit, but does not count as one of the four math credits required for graduation.

### **NC MATH II – 22012XOM2**

**(NE, SW, T)**

Prerequisites: Math I

Length: 1 Semester

Credit: 1

Description: This course is the second of three courses in a series that uses a more integrated approach to cover the same algebra and geometry concepts and skills that are included in the traditional three course series. The problem situations, models, and technology used will foster connections among the various strands of mathematics and develop concepts from multiple perspectives.

Skills include: Further develop the understanding of the concepts of algebra, geometry, probability, and statistics, integrated with an introduction to trigonometry, exponential and logarithmic functions, sequences and series.

### **NC MATH II HONORS – 22015XOM2H**

**(E, NE, SW, T)**

Prerequisites: Math I & Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: Math II Honors continues students' study of topics from algebra, geometry, and statistics. Emphasis will be placed on higher order thinking skills that impact practical and increasingly complex applications in a problem-centered, connected approach. Functions, matrix operations, and algebraic representations of geometric concepts are the principle topics of study. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships and use those representations to solve problems. Appropriate technology should be used regularly for instruction and assessment.

**FOUNDATIONS OF NC MATH III – 20512XOFM2****(E)**

Prerequisites: Math II &amp; Teacher Recommendation

Length: 1 Semester

Credit: 1

Description: Foundations of Math III is designed as a bridge course between Math II and Math III. In addition to the reinforcement of common core concepts from Math II, this course also introduces students to various principles and concepts of higher level mathematics specifically designed to prepare students for Math III as well as designed to help in a successful transition. This course provides one unit of elective credit, but does not count as one of the four math credits required for graduation.

**NC MATH III – 23012XOM3****(NE, SW, T)**

Prerequisites: Math II

Length: 1 Semester

Credit: 1

Description: This course is the second of three courses in a series that uses a more integrated approach to cover the same algebra and geometry concepts and skills that are included in the traditional three course series. The problem situations, models, and technology used will foster connections among the various strands of mathematics and develop concepts from multiple perspectives.

Skills include: Review and further develop the understanding of concepts for algebra, geometry, functions, probability, statistics, sequences/series, logarithmic and exponential functions, and trigonometry, using an integrated approach.

**NC MATH III HONORS – 23015XOM3H****(E, NE, T, SW)**

Prerequisites: Math II &amp; Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: Math III Honors continues students' study of topics from algebra, geometry, and statistics. Emphasis will be placed on higher order thinking skills that impact practical and increasingly complex applications in a problem-centered, connected approach. Functions, matrix operations, and algebraic representations of geometric concepts are the principle topics of study. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships and use those representations to solve problems. Appropriate technology should be used regularly for instruction and assessment.

**NC MATH IV – 24092X0****(NE, T, SW)**

Prerequisites: Math III

Length: 1 Semester

Credit: 1

Description: NC Math 4 focuses on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Pre-calculus or other advanced math courses.



**NC MATH IV HONORS – 24095X0****(E, NE, T, SW)**

Prerequisites: Math III &amp; Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: NC Math 4 Honors addresses the topics of NC Math 4 at a more comprehensive and rigorous level. Additional topics and requirements with real-world applications are included.

**PRE-CALCULUS HONORS – 24035XOPCH****(NE)**

Prerequisites: Math III &amp; Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: Pre-Calculus is designed to prepare juniors for AP Calculus or seniors for college mathematics in more technical programs. Topics include coordinate geometry of points, lines, conic sections, inequalities and their graphs, functions, circle and triangle trigonometry, exponents and logarithms, trigonometric addition formulas, complex numbers, sequences and series, mathematical induction, and matrices.

**INTRO TO COLLEGE MATH – 96102XOICM****(E)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: Early college scholars in Intro to College Math receive support and preparation for their current and next level college math courses.

**MATH LOCAL ELECTIVE – 28002X0****(NE)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: In this Math seminar, North Edgecombe scholars develop a conceptual understanding and communication of mathematical topics.

**CAREER & COLLEGE READY GRADUATE (CCRG) MATH – 20132X0CRG****(NE, SW, T)**

Prerequisites: Student must be a senior

Length: 1 Semester

Credit: 1

Description: The State Board of Community Colleges (SBCC) in consultation with the State Board of Education (SBOE) developed a program that introduces the college developmental math curriculum in high school. High school students that are not career and college ready by the end of their junior year, will have opportunities for college remediation prior to high school graduation through cooperation with community college partners. This course does not count as a fourth level math.

## Science

**EARTH & ENVIRONMENTAL SCIENCE – 35012XOEE****(NE, SW, T)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: This course focuses on the function of the earth's systems. It studies the geologic and environmental systems of our dynamic earth. Students study the relationships of matter and energy and

geochemical cycles. Emphasis is placed on environmental awareness and sustention efforts. Students will explore the classic environmental problems and issues as well as new ideas and solutions to problems. Research and independent investigation is required and classroom discussion of related issues is emphasized.

**EARTH & ENVIRONMENTAL SCIENCE HONORS– 35015XOEEH**

**(E, NE, SW, T)**

Prerequisites: Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: This course focuses on the function of the earth's systems. It studies the geologic and environmental systems of our dynamic earth. Students study the relationships of matter and energy and geochemical cycles. Emphasis is placed on environmental awareness and sustention efforts. Students will explore the classic environmental problems and issues as well as new ideas and solutions to problems. Research and independent investigation is required. On the honors level, emphasis will be placed on independent research and comparative analysis of earth's interacting systems.

**PHYSICAL SCIENCE – 34102XOPS**

**(E, NE, SW, T)**

Prerequisites: Earth & Environmental Science

Length: 1 Semester

Credit: 1

Description: Physical Science is a lab-based course designed to acquaint students with concepts pertinent to the structure of atoms, structure, and properties of matter; motion and forces; and conservation of energy, matter, and change. This course satisfies the physical science credit required for graduation.

**BIOLOGY – 33202XOB**

**(NE, SW, T)**

Prerequisites: Earth & Environmental Science

Length: 1 Semester

Credit: 1

Description: Biology is a lab-based course designed to acquaint students with the basic principles of biological science. This is accomplished by guiding the students through experiences in the scientific method, genetics, evolution, ecology, multi-cellular plants and animals, and human anatomy and physiology. The student is expected to participate in outside projects and computer tutorials. This course has a state mandated end-of-course test.

**BIOLOGY HONORS – 33205XOBH**

**(E, NE, SW, T)**

Prerequisites: Earth & Environmental Science & Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: This lab based course deals with living organisms and vital processes. The course is divided into four major areas of study: cellular structure and biochemistry, genetics, ecology, and anatomy and physiology. This course is designed for the student who is self-motivated and self-disciplined. Subject related projects, computer tutorials, independent studies, and outside readings and critiques are required. This course has a state mandated end-of-course test.

**AP BIOLOGY – 3A007XBAPB**

**(SW)**

Prerequisites: Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: The AP Biology course is designed to be the equivalent of the general biology course taken during the first year of college. Students will conduct in depth studies on topics including molecular biology, cellular biology, genetics, taxonomy, anatomy and physiology, and ecology. This course is an intensive lab based

course with twelve recommended AP laboratory exercises in addition to field research and data analysis. Students will take the AP exam in May upon completion of the course.

**CHEMISTRY – 34202XOC**

**(NE, SW, T)**

Prerequisites: Biology & Math 1

Length: 1 Semester

Credit: 1

Description: The aim of this course is to enable students to develop a better understanding of the world around them. It concerns itself with the structure of properties of matter. It combines the theories and concepts of chemistry with practical applications. Subject related projects and independent study are required with emphasis on research and higher-level cognition.

**CHEMISTRY HONORS – 34205XOCH**

**(E, NE, SW, T)**

Prerequisites: Biology, Math 1, & Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: Chemistry honors is designed to acquaint the college-bound student with the chemical environment. Students will study the structure and states of matter, physical and chemical reactions, balancing and writing chemical formulas and equations, and atomic and molecular theory. Students will spend approximately one class period per week in laboratory experiments. Out of class subject-related projects and independent study are required.

**ANATOMY & PHYSIOLOGY HONORS – 33302X0**

**(SW)**

Prerequisites: Earth Science, Physical Science, Biology, Chemistry

Length: 1 Semester

Credit: 1

Description: This is a semester long course designed for students who plan to enter careers that require extensive knowledge of the human body. Through this course, we will investigate the structure and function of the human body, as it pertains to organization, adaptations, and homeostasis. Coursework will include but is not limited to reading material, laboratory activities, projects, dissections, models, diagrams, notes, online assignments, and unit tests.

**SCIENCE LOCAL ELECTIVE – 30202X0INB**

**(NE, T)**

Prerequisites: Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: In this Science seminar, scholars will develop a conceptual understanding and communication of scientific topics.

## Social Studies

**GRADUATION REQUIREMENTS FOR INCOMING GRADE 9 STUDENTS in 2021-22**  
**NEW SOCIAL STUDIES STANDARD COURSES OF STUDY for 2021-22**

On February 4, 2021, the North Carolina State Board of Education approved the adoption of the K-12 Social Studies Standards. Implementation of the standards begins Fall 2021.

As a reminder, the following Social Studies high school courses will be required for graduation starting with Grade 9 students entering in 2021-22 (adopted in March 2020):

Four Social Studies credits which shall be:

- a. Founding Principles of the United States of America and North Carolina: Civic Literacy
- b. Economics and Personal Finance
- c. American History
- d. World History

### **WORLD HISTORY – 43032XOWH**

**(NE, SW, T)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: This course is designed to be a study of nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details on language, religion, diplomacy, and economic, political, and social institutions. The course also explores underlying themes of: power and authority; change and continuity; human environment interaction; globalization and cultural diffusion; and individual and group identity. This course seeks to move beyond the rote teaching of World History to the teaching of history in context to the world and global society in which students currently live and need to understand. With this in mind, it is important to note that this course is not designed to be a chronological study of history through periodization. The goal of this course is to blend the historical with the contemporary and current. It is important for students in today's rapidly evolving global society to be able to understand the contemporary patterns and connections of globalization. Likewise, it is important they know that in order to do so one must study the historical precedents and antecedents of those patterns and connections.

### **WORLD HISTORY HONORS – 43035XOWHH**

**(E, NE, SW, T)**

Prerequisites: Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: In addition to the regular world history requirements, this honors class will utilize Socratic seminars, independent studies, and varied research. This course is designed for the student who is willing to do extensive reading and writing.

### **AMERICAN HISTORY – 43112XO**

**(NE, SW, T)**

Prerequisites: World History

Length: 1 Semester

Credit: 1

Description: Providing a foundation to understand our nation's past and present, the American History course begins with the end of the French and Indian War in 1763 and continues through the most recent presidential election. This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Rooted in inquiry-based skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action. As well-rounded, productive citizens, the students will leave the American History course with both the knowledge and the skills to engage with the modern world by recognizing contemporary patterns and connections.

**AMERICAN HISTORY HONORS – 43115X0****(E, NE, T, SW)**

Prerequisites: World History &amp; Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: This course addresses the topics of American History at a more comprehensive and rigorous level. Additional topics and requirements with real-world applications are included.

**FOUNDING PRINCIPLES OF THE U.S. and N.C.: – 43182X0****(NE, SW, T)****CIVIC LITERACY**

Prerequisites: World History

Length: 1 Semester

Credit: 1

Description: Civic Literacy is the study and understanding of citizenship and government. Through the Inquiry-based C3 Framework, this one-semester course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

**FOUNDING PRIN. OF THE U.S. and N.C.: – 43185X0****(E, NE, T, SW)****CIVIC LITERACY HONORS**

Prerequisites: World History &amp; Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: This course addresses the topics of Civic Literacy at a more comprehensive and rigorous level. Additional topics and requirements with real-world applications are included.

**ECONOMICS & PERSONAL FINANCE – 43192X0****(NE, SW, T)**

Prerequisites: World History

Length: 1 Semester

Credit: 1

Description: Economics and Personal Finance provides students with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society. The course was developed in accordance with Session Law 2019-82 to "provide instruction on economic principles and ... provide personal financial literacy instruction." Ultimately, students taking this course will understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Students will be introduced to key concepts from both micro and macroeconomics, as well as financial literacy concepts such as the cost of credit, planning and budgeting for large purchases, home mortgages, and college expenses, and other relevant financial literacy issues.

**ECONOMICS & PERSONAL FINANCE HONORS – 43195X0****(E, NE, T, SW)**

Prerequisites: World History &amp; Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: This course addresses the topics of Economics and Personal Finance at a more comprehensive and rigorous level. Additional topics and requirements with real-world applications are included.

**AMERICAN HISTORY I – 43042XOH1****(NE, SW, T)**

Prerequisites: World History

Length: 1 Semester

Credit: 1

Description: This course will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution.

**AMERICAN HISTORY I HONORS – 43045XOH1H****(E, NE, SW, T)**

Prerequisites: World History &amp; Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: This honors class is a survey course designed to give students an academic understanding of American history in which textbook, with supplementary readings in the form of documents, essays, or books on special themes, provides chronological and thematic coverage. The course stresses political history, foreign affairs, economic and social development, and literary and cultural history from exploration through Reconstruction.

**AMERICAN HISTORY II – 43052XOH2****(NE, SW, T)**

Prerequisites: American History I

Length: 1 Semester

Credit: 1

Description: This course will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times.

**AMERICAN HISTORY II HONORS – 43055XOH2H****(E, NE, SW, T)**

Prerequisites: American History I &amp; Teacher/Counselor/Administration Recommendation

Length: 1 Semester

Credit: 1

Description: This honors class is a survey course designed to give students an academic understanding of American history in which textbook, with supplementary readings in the form of documents, essays, or books on special themes, provides chronological and thematic coverage. The course stresses political history, foreign affairs, economic and social development, and literary and cultural history from the end of the Reconstruction era to present times.

**STUDIES IN AMERICAN HISTORY HONORS – 8005XOSHH****(SW, T)**

Prerequisites: Teacher/Counselor/Administration Recommendation

Length: 1 Semester

Credit: 1

Description: Students will examine selected topics in American history from the exploration of the New World until the end of the Civil War and Reconstruction. Additionally, students will learn to use primary and secondary sources to evaluate the impact of past events. Students will be expected to develop skills in using documents to draw conclusions regarding historical issues. Students will also be expected to develop skills in recognizing and explaining bias and/or point of view in historical documents as a means for clear interpretation. Students will write extensively using the language and conventions of historians. Writing assignments will be both analytical and interpretive, communicating the student's understanding of the historical period with the use of primary and secondary sources as evidence.

**AP US HISTORY – 4A077XOAUS****(SW, T)**

Prerequisites: American History I &amp; Teacher/Counselor/Administration Recommendation

Length: 1 Semester

Credit: 1

Description: The AP US History course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in US History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to access historical materials, apply their relevance to a given interpretive problem, and weigh the evidence and interpretations presented in historical scholarship. The AP US History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and present reasons and evidence clearly and persuasively in essay form.

**AMERICAN HISTORY: – 42092XOCE  
FOUNDING PRINCIPLES, CIVICS, & ECONOMICS****(NE)**

Prerequisites: American History II

Length: 1 Semester

Credit: 1

Description: 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. As informed decision-makers, students will apply acquired knowledge to real life experience. When studying legal and political systems, students will become aware of their rights and responsibilities and put this information into practice. The economic, legal, and political systems are balanced for presentation and, like other social studies subjects, this course lends itself to interdisciplinary teaching. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence.

**AMERICAN HISTORY: – 42095XOCEH  
FOUNDING PRINCIPLES, CIVICS, & ECONOMICS HONORS****(E, NE)**

Prerequisites: American History II &amp; Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: Students will acquire the skills and knowledge to prepare them to identify, analyze, and problem-solve issues that face our current diverse culture in an increasingly interdependent society. Students will need a practical understanding of the systems of civics and economics that affect their lives as consumers and citizens. Students will apply acquired knowledge to real life experiences. Through the study of legal and political systems, students will become aware of their rights and responsibilities and put this information into daily practice. The goals and objectives are drawn from the disciplines of political science, history, economics, and jurisprudence. Students will be expected to utilize various methods of critical thinking instruction with special emphasis on projects, research, and group and independent study.

**AP EUROPEAN HISTORY – 4A017XOEH****(SW)**

Prerequisites: Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: AP European History is an introductory college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation.

# The Arts

## **VISUAL ARTS I – 54152XOA1**

**(SW, T)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: Art I is an introduction to developing skills in the areas of drawing, design, painting, and printmaking. Drawing outside of class in sketchbooks may be required. The history of art is explored.

## **VISUAL ARTS II – 54162XOA2**

**(SW, T)**

Prerequisites: Visual Arts I

Length: 1 Semester

Credit: 1

Description: Art II is an in-depth exploration of media and techniques and may include the areas of drawing, painting, design, printmaking, and sculpture. Drawing outside of class in sketchbooks is required.

## **VISUAL ARTS III HONORS – 54175XOA3H**

**(SW, T)**

Prerequisites: Visual Arts II & Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: Art III is an advanced level course for those students considering art as a career. Areas presented may include drawing, design, painting, printmaking, jewelry fabrication, and sculpture. Drawing in sketchbooks outside of class and a research paper are required.

## **VISUAL ARTS IV HONORS – 54185XOA4H**

**(SW, T)**

Prerequisites: Visual Arts III & Teacher/Counselor/Administrator Recommendation

Length: 1 Semester

Credit: 1

Description: This course is the most advanced art course offered. It is for students who are definitely making art a career. Advanced design, painting, drawing, printmaking, and commercial art are presented. Drawing in a sketchbook outside of class is required, and the development of a portfolio is emphasized.

## **MUSIC HISTORY / APPRECIATION – 52162XOMHA**

**(NE, T)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: This course is a general survey of musical styles and history from pre-Renaissance to the present. Topics will include an overview of musical styles, composers, and significant works in all genres of music.

## **BAND I (INSTRUMENTAL MUSIC I) – 52552XOB1**

**(NE, SW, T)**

**BAND I (COLOR GUARD) – 52552XOCG1**

**BAND I (CONCERT BAND) – 52552XOCB1**

**BAND I (MARCHING BAND) – 52552XOMB1**

**JAZZ ENSEMBLE – 52552XOJE1**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: Instrumental Music I is an entry-level course which continues to build on the comprehensive music education students have received in grades K-8. Students participating in an instrumental I course are



expected to meet all of the objectives provided in the North Carolina Essential Standards for Music. Instrumental Music I will provide students with opportunities to develop and demonstrate appropriate instrumental practices; develop skills in improvising, composing, and arranging music; and apply reading and notating skills, etc. Additionally, it is suggested that students create and maintain a portfolio which may contain a combination of written, audio, or visual examples of their work.

**BAND II (INSTRUMENTAL MUSIC II) – 52562XOB2**

**(NE, SW, T)**

**BAND II (COLOR GUARD) – 52562XOCG2**

**BAND II (CONCERT BAND) - 52562X0CB2**

**BAND II (MARCHING BAND) - 52562X0MB2**

**JAZZ ENSEMBLE - 52562X0JE2**

Prerequisites: Band I

Length: 1 Semester

Credit: 1

Description: Instrumental Music II continues to build on the comprehensive music education students have received in Instrumental Music I. Students participating in an Instrumental II course are expected to meet all of the objectives of the North Carolina Essential Standards for Music. Instrumental Music II will provide students with opportunities to develop and demonstrate appropriate instrumental practices, play with increased technical accuracy and expression, and refine sight-reading and ear training skills, etc. Additionally, it is suggested that students create and/or maintain a portfolio which may contain a combination of written, audio, or visual examples of their work.

**BAND III (INSTRUMENTAL MUSIC III) – 52575XOB3**

**(NE, T)**

**BAND III (COLOR GUARD) – 52575XOCG3**

**BAND III (CONCERT BAND) - 52575X0CB3**

**BAND III (MARCHING BAND) - 52575X0MB3**

**JAZZ ENSEMBLE - 52575X0JE3**

Prerequisites: Band II

Length: 1 Semester

Credit: 1

Description: Instrumental Music III continues to build on the comprehensive music education students have received in Instrumental Music II. Examples of courses which may be offered as a level III instrumental class include: Concert Band, Symphonic Band, Wind Ensemble, Jazz Band, String Ensemble, Orchestra, Concert Orchestra, etc. Students participating in an Instrumental III course are expected to meet all of the objectives in the North Carolina Essential Standards for Music. Instrumental Music III will provide students with opportunities to develop and demonstrate advanced instrumental practices, play with increased technical accuracy and expression, play moderately difficult instrumental literature which requires well-developed technical skills, and give attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys.

**BAND IV (INSTRUMENTAL MUSIC IV) – 52585XOB4**

**(NE, T)**

**BAND IV (COLOR GUARD) – 52585XOCG4**

**BAND IV (CONCERT BAND) - 52585X0CB4**

**BAND IV (MARCHING BAND) - 52585X0MB4**

**JAZZ ENSEMBLE - 52585X0JE4**

Prerequisites: Band II

Length: 1 Semester

Credit: 1

Description: Instrumental Music IV continues to build on the comprehensive music education students have received in Instrumental Music III. Students participating in an instrumental IV course are expected to meet all objectives in the North Carolina Essential Standards for Music. Instrumental Music IV will provide students with opportunities to apply reading and notating skills with traditional and non- traditional music; develop

skills in listening to, analyzing, and evaluating musical experiences; play instrumental literature representing diverse genres, styles, and cultures; and use singing techniques as appropriate. Additionally, it is suggested that students create and/or maintain a portfolio which may contain a combination of written, audio, or visual examples of their work.

## Health & Physical Education

### **HEALTH & PHYSICAL EDUCATION – 60492XOHPE**

**(NE, SW, T)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: This class is designed to give students both classroom work and physical activities in health and physical education on an alternating basis. The primary objective of this study is to help students become more aware of their physical and emotional wellbeing through intensive study of the human body and other areas of human health. In addition to health each student will participate in a variety of team and individual sports. This course is required for graduation.

### **LIFETIME SPORTS – 60392XOLS**

**(NE, T)**

Prerequisites: Health & PE

Length: 1 Semester

Credit: 1

Description: This course is designed for students who desire to develop intermediate and advanced skills in lifetime activities such as badminton, bowling, cross training sports, Frisbee, golf, and tennis. Evaluation of student performance will be based on daily participation, skill tests, and written tests.

### **STRENGTH & CONDITIONING – 60392XOSC**

**(NE)**

Prerequisites: Health & PE

Length: 1 Semester

Credit: 1

Description: Strength & Conditioning offers strength training, cardiovascular exercise, and nutritional training. Varsity and junior varsity female athletes are strongly encouraged to participate in this course.

### **PHYSICAL CONDITIONING – 60392XOPC**

**(NE)**

Prerequisites: Health & PE

Length: 1 Semester

Credit: 1

Description: This program is designed for the student who desires to learn the fundamentals and foundations of weight lifting. The student will also be taught cardiovascular conditioning and proper nutrition.

### **WEIGHTLIFTING I – 60392XOW1**

**(NE, SW, T)**

Prerequisites: Health & PE

Length: 1 Semester

Credit: 1

Description: This program is designed for the sophomore or junior who demonstrates a proper knowledge of weight lifting techniques and principles. This course is more intensive and in-depth than Physical Conditioning I requiring the student to perform higher-level lifts and exercises.

**WEIGHTLIFTING II – 60392XOW2****(NE, SW, T)**

Prerequisites: Weightlifting I

Length: 1 Semester

Credit: 1

Description: This course is designed for the junior or senior who desires to develop maximum skill in weight training, cardiovascular conditioning and nutritional development. This course is designed to meet the training needs and strength requirements of the varsity-level athlete.

**WEIGHTLIFTING III – 60392XOW3****(NE, SW, T)**

Prerequisites: Weightlifting II

Length: 1 Semester

Credit: 1

Description: This course is designed for the junior or senior who desires to develop maximum skill in weight training, cardiovascular conditioning and nutritional development. This course is designed to meet the training needs and strength requirements of the varsity-level athlete.

**WEIGHTLIFTING IV – 60392XOW4****(NE, SW, T)**

Prerequisites: Weightlifting III

Length: 1 Semester

Credit: 1

Description: This course is designed for the senior who desires to continue to develop maximum skill in weight training, cardiovascular conditioning and nutritional development. Emphasis will be placed on power lifting and lifetime maintenance for the weightlifting enthusiast.

**PHYSICAL EDUCATION I – 60292XOP1****(NE, SW)**

Prerequisites: Health &amp; PE and Grade 10-12

Length: 1 Semester

Credit: 1

Description: This program is designed to place emphasis on P.E. skills and techniques. A variety of games will be taught and exercises will be performed daily.

**PHYSICAL EDUCATION II – 60292XOP2****(NE, SW)**

Prerequisites: Physical Education I

Length: 1 Semester

Credit: 1

Description: This program provides organized, sequential, and systematic means for students to develop knowledge, skills, attitudes and understanding of sports and team play while promoting physical health and fitness. Emphasis is placed on lifetime sports.

**PHYSICAL EDUCATION III – 60292XOP3****(NE, SW)**

Prerequisites: Physical Education II

Length: 1 Semester

Credit: 1

Description: This program is a continuation of Physical Education II.

**PHYSICAL FITNESS I – 60602XOPF1****(SW)**

Prerequisites: Health &amp; PE

Length: 1 Semester

Credit: 1

Description: This course is designed to be an advanced combination of physical conditioning and weightlifting. Students will develop maximum skill in weight training, cardiovascular conditioning and nutritional development. Emphasis will be placed on power lifting and cardiovascular endurance, flexibility

and lifetime maintenance for physical fitness enthusiast.

### **PHYSICAL FITNESS II – 60612XOPF2**

**(SW)**

Prerequisites: Physical Fitness I

Length: 1 Semester

Credit: 1

Description: This program is a continuation of Physical Fitness I.

## **Air Force and Army Junior ROTC**

### AFJROTC

Air Force Junior ROTC is a citizenship program for high school students in the ninth through twelfth grades. AFJROTC encourages its' students to get involved in their local communities to produce well informed and helpful citizens. Each year's aerospace science course work relates to a different theme, like aviation history, the science of flight, and cultural studies. To enhance classroom learning, students participate in extracurricular and social activities such as field trips, drill teams, color guards, and model rocketry.

### **AIR FORCE JUNIOR ROTC I – 95012XOAS1**

**(T, SW)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: The AFJROTC program is a 4-year/term program for high school students. Each term is divided into two categories: Aerospace Science (AS) and Leadership Education (LE). AS-1 is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. LE-1 is intended for students who are entering the AFJROTC program and beginning their high school studies. It will introduce cadets to history, organization, mission, traditions, goals, and objectives of JROTC for all services. It introduces key military customs and courtesies, how to project a positive attitude, and examines the principles of ethical and moral behavior. It provides strategies for effective note taking and study skills for academic success, introducing cadets to AFJROTC providing a basis for progression through the rest of the program. The course introduces the student to cadet and Air Force organizational structure, uniform wear, customs, courtesies and other military traditions, health and wellness, and individual self-control and citizenship.

### **AIRFORCE JUNIOR ROTC II – 95022XOAS2**

**(T, SW)**

Prerequisites: Aerospace Science I and Teacher Recommendation

Length: 1 Semester

Credit: 1

Description: The AFJROTC program is a 4-year/term program for high school students. Each term is divided into two categories: Aerospace Science (AS) and Leadership Education (LE). AS-II is an introductory course that focuses on how airplanes fly, how weather conditions affect flight and the human body, and flight navigation. LE-2 stresses communications skills and cadet corps activities. A great deal of information is taught on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Cadets will continue to wear the uniform and learn advanced drill and ceremony skills.

**AIRFORCE JUNIOR ROTC III HONORS – 95035XO****(T, SW)**

Prerequisites: Aerospace Science II and Teacher Recommendation

Length: 1 Semester

Credit: 1

Description: The AFJROTC program is a 4-year/term program for high school students. Each term is divided into two categories: Aerospace Science (AS) and Leadership Education (LE). AS-III focuses on Cultural Studies. This course will introduce students to various regions of the world from a geographic, historical and cultural perspective. Leadership Education III familiarizes students with the various paths available after high school. LE-3 offers information on how to apply for admission to college, how to begin the job search, developing a resume, developing a budget and financial plan etc. Additionally, cadets will continue to wear their uniforms and learn more advanced drill skills.

**AIR FORCE JUNIOR ROTC IV HONORS – 95045XO****(T, SW)**

Prerequisites: Aerospace Science III and Teacher Recommendation

Length: 1 Semester

Credit: 1

Description: The AFJROTC program is a 4-year/term program for high school students. Each term is divided into two categories: Aerospace Science (AS) and Leadership Education (LE). AS-IV focuses on Wilderness Survival. This course will provide training in skills, knowledge and attitudes necessary to successfully perform fundamental tasks needed for survival. LE-IV provides the fundamentals of management and familiarizes students with the various paths available after high school. LE-4 offers information on how to apply for admission to college, how to begin the job search, developing a resume, developing a budget and financial plan etc. Additionally, cadets will continue to wear their uniforms and learn more advanced drill skills.

**AJROTC**

The JROTC curriculum contains academic, vocational, core, and elective subjects that are appropriate to students' interests and the academic community. The emphasis of JROTC is leadership, education, and training (LET). The scope, focus, and content of the curriculum are sequential, building upon the previous year's instruction. JROTC places emphasis on the acquisition of leadership and management fundamentals, problem-solving, and decision-making skills. In addition to this, JROTC emphasizes citizenship, leadership, service to the community, and personal responsibility, all which are essential to growth in both the military and civilian communities. JROTC does not require future military obligations. Successful completion of at least six units of credits in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

**LET I (ROTC I) – 95012XO****(NE)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: This course includes classroom instruction and physical training in the history, customs, traditions and purpose of the Army JROTC. It contains the development of basic leadership skills to include leadership principles, values and attributes. The course teaches concepts of good leadership, developing values, and defining positive qualities of one's character. Fitness, nutrition, healthy life styles, first aid assistance, and awareness of substance abuse are all introduced topics in the class. The course will emphasize both writing and verbal communication techniques. An overview of geography and the globe are introduced. Also included is a study of the U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens and the federal justice system. The performance standards of this class are identified in the curriculum for the U.S. Army ROTC.

**LET II (ROTC II) – 95022XO****(NE)**

Prerequisites: LET I &amp; Teacher Recommendation

Length: 1 Semester

Credit: 1

Description: This course includes classroom instruction and laboratory instruction in teamwork, Maslow's hierarchy of needs, speaking and writing, developing potential, self-image, self-esteem, and personal values, creating one's own success, setting goals, developing personal hygiene, and learning how to study search for a career. The performance standards in this course are based on the performance standards identified in the curriculum for the U.S. Army JROTC.

**LET III (ROTC III) – 95032XO****(NE)**

Prerequisites: LET II &amp; Teacher Recommendation

Length: 1 Semester

Credit: 1

Description: This course includes classroom instruction as well as laboratory instruction expanding on skills taught in JROTC I and II. This course introduces equal opportunity and sexual harassment. It provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. It provides basic principles of management, self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts, includes dietary guidelines and fitness, and introduces map-reading skills. It discusses the significant events to help shape the development of the Constitution and government.

**LET IV (ROTC IV) – 95042XO****(NE)**

Prerequisites: LET III &amp; Teacher Recommendation

Length: 1 Semester

Credit: 1

Description: This course includes classroom instruction as well as laboratory instruction in defining potential, understanding attitude and its relationship to performance, understanding conditioning and motivation, developing success habits and thought processes. Students will study character education and development and perform a community service project based on what they have learned. Students can earn two college credits from the University of Colorado for completing studies in character education and performing related service projects. The college credit expense is incurred by the student.

**LET V (ROTC V) – 95052XO****(NE)**

Prerequisites: LET IV &amp; Teacher Recommendation

Length: 1 Semester

Credit: 1

Description: This course includes classroom instruction and laboratory instruction expanding on the skills taught in JROTC 1-4. This course allows cadets to experience leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and provides leadership situations and opportunities to handle various leadership situations as well as execution of service learning activities. It teaches how to create a career portfolio and plan for college work. Financial management principles are studied further and skills for orienteering and/or land navigation are developed.

**LET VI (ROTC VI) – 95062XO****(NE)**

Prerequisites: LET V &amp; Teacher Recommendation

Length: 1 Semester

Credit: 1

Description: This course includes classroom instruction and laboratory instruction in economics. Students will learn how to manage their finances, budget, save, invest, purchase insurance, and manage credit. Once they have completed the course in financial management/economics and performed a related service, they

can earn two college credits from the University of Colorado. The college credit expense is incurred by the student.

**LET VII (ROTC VII) – 95072XO**

**(NE)**

Prerequisites: LET VI & Teacher Recommendation

Length: 1 Semester

Credit: 1

Description: This course focuses on creating a positive leadership situation, negotiating, decision-making, problem solving, planning and demonstrating leadership potential in an assigned command or staff position within the cadets' battalion organization structure. It includes how to use emotional intelligence, instruction on etiquette, daily planning, financial planning, and careers. Concepts of democracy and freedom and how to influence local governments are discussed.

**LET VIII (ROTC VIII) – 95082XO**

**(NE)**

Prerequisites: LET VII & Teacher Recommendation

Length: 1 Semester

Credit: 1

Description: This course includes classroom instruction and laboratory instruction in writing and advanced citizenship. Students will learn the basic components of writing to prepare for college English or their career. They will use citizenship action groups to perform community service projects related to government processes. Upon completion, students can earn two college credits from the University of Colorado at Colorado Springs (UCCS). The college credit expense is incurred by the student.

## Career Technical Education

CAREER-TECHNICAL STUDENT ORGANIZATIONS (CTSO) are organizations for individuals enrolled in career development programs and are designed and conducted as an integral part of instruction. They contribute significantly to the motivation, education, and total development of the students through activities that develop leadership skills, citizenship skills, social competencies, and a wholesome attitude about life. Students are encouraged to join the career-technical student organization associated with their career choice.

In addition, with the state articulation agreement, students who score a 93 or above on their CTE post-assessment and have a grade of A or B in the course can receive community college credit for certain courses. High School career development counselors can help students identify these courses.

## Agriculture

### **AGRISCIENCE APPLICATIONS – AU102X0**

**(NE, SW)**

Prerequisite: None

Length: 1 Semester

Credit: 1

Description: This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English language arts, mathematics, and science are reinforced. \*Course enrollment must be limited to the recommended maximum to ensure safety in all classroom/laboratory settings.

### **HORTICULTURE I – AP412X0**

**(NE, SW)**

Prerequisite: None

Length: 1 Semester

Credit: 1

Description: 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, and career opportunities. English language arts, mathematics, and science are reinforced. \*Course enrollment must be limited to the recommended maximum of 20 students to ensure safety in all classroom/laboratory settings.

### **HORTICULTURE II LANDSCAPING - AP442X0**

**(NE, SW)**

Prerequisite: Horticulture I

Length: 1 Semester

Credit: 1

This course provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use/maintenance of landscape equipment. Current topics discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. English language arts, mathematics, and science are reinforced. **Students will earn a math credit upon successful completion of the course.** \*Course enrollment must be limited to the recommended maximum to ensure safety in all classroom/laboratory settings.

### **ANIMAL SCIENCE I - AA212X0**

**(NE, SW)**

Prerequisite: None

Length: 1 Semester

Credit: 1

Description: This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced. \*Course enrollment must be limited to the recommended maximum to ensure safety in all classroom/laboratory settings.



**ANIMAL SCIENCE II - AA222X0****(NE, SW)**

Prerequisite: Animal Science I

Length: 1 Semester

Credit: 1

Description: This course includes more advanced scientific principles and communication skills and includes animal waste management, animal science economics, decision making, and global concerns in the industry, genetics, and breeding. English language arts, mathematics, and science are reinforced in this class. \*Course enrollment must be limited to the recommended maximum to ensure safety in all classroom/laboratory settings.

**CTE ADVANCED STUDIES AGNR - WB012X0****(NE, SW)**

Prerequisite: Two technical credits in one Career Pathway

Length: 1 Semester

Credit: 1

Description: This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**CTE INTERNSHIP AGNR - WB032X0****(NE, SW, T)**

Prerequisite: None

Length: 1 Semester

Credit: 1

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

## **Architecture & Construction**

**INTERIOR DESIGN I - FI512X0****(SW)**

Prerequisite: Principles of Family and Human Services recommended

Length: 1 Semester

Credit: 1

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

## **Arts, A/V Technology & Communications**

### **ADOBE VISUAL DESIGN - II316X0**

**(SW)**

Prerequisite: None

Length: 1 Semester

Credit: 1

Description: This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, InDesign, and Illustrator certification. English language arts are reinforced.

### **ADOBE DIGITAL DESIGN - 11322X0**

**(SW)**

Prerequisite: Adobe Visual Design

Length: 1 Semester

Credit: 1

Description: This course is a project-based course that develops ICT, career, and communication skills in Web design using Adobe tools. This course is aligned to Adobe Dreamweaver certification. English language arts are reinforced.

## **Business Management**

### **ENTREPRENEURSHIP I - ME112X0**

**(SW, T)**

Prerequisite: None

Length: 1 Semester

Credit: 1

Description: In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. They become acquainted with channel management, pricing, product/service management, and promotion. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students will be introduced to the Lean Canvas Business Model (LCBM) throughout the course. A performance based measurement will be used in this course to assess student learning. English language arts and social studies are reinforced.

### **ENTREPRENEURSHIP II HONORS - ME125X0**

**(SW, T)**

Prerequisite: Entrepreneurship I

Length: 1 Semester

Credit: 1

Description: In this course, students continue the development of a business idea and develop an understanding of pertinent decisions to be made for business positioning, financing, staffing, and profit planning. Students acquire in-depth understanding of business regulations, risks, management, and marketing and will develop a business plan. A performance based measurement will be used in this course to assess student learning. English language arts, mathematics, and social studies are reinforced.

### **PRINCIPLES OF BUSINESS AND FINANCE - BF102X0**

**(SW, T)**

Prerequisite: None

Length: 1 Semester

Credit: 1

Description: This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced.

**PROJECT MANAGEMENT I - CS112X0****(T)**

Prerequisite: None

Length: 1 Semester

Credit: 1

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

**PROJECT MANAGEMENT II - CS122X0****(T)**

Prerequisite: Project Management I

Length: 1 Semester

Credit: 1

Description: This course will develop advanced project management skills. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. The facilitating concepts of quality management, human resources, communication management, risk management, procurement management, and stakeholder management will be examined during this course.

**CTE ADVANCED STUDIES BMA - WB132X0****(NE, SW, T)**

Prerequisite: Two technical credits in one Career Pathway

Length: 1 Semester

Credit: 1

Description: This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**CTE INTERNSHIP BMA - WB152X0****(NE, SW, T)**

Prerequisite:

Length: 1 Semester

Credit: 1

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

## **Career Development**

**CAREER MANAGEMENT - CC452X0****(NE, SW, T)**

Prerequisite: None

Length: 1 Semester

Credit: 1

Description: This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of

career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to communications, interpersonal skills, problem solving, personal management and teamwork. English language arts is reinforced. Student participation in Career and Technical Student Organization (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **Finance**

### **ACCOUNTING I – BA102XO**

**(SW)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Articulation Credit: ACC 115 College Accounting or ACC 118 Accounting Fundamentals I. Must make an A or B in course and score a 93 or better on exam.

### **ACCOUNTING II HONORS – BA205XO**

**(SW)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: 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 departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

In addition to the above course guidelines, there are honors requirements that must be satisfied.

### **PRINCIPLES OF BUSINESS AND FINANCE - BF102XO**

**(SW, T)**

Prerequisite: None

Length: 1 Semester

Credit: 1

Description: This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced.

**FINANCIAL PLANNING I - BF212X0****(SW, T)**

Prerequisite: Principles of Business and Finance

Length: 1 Semester

Credit: 1

Description: This course is designed to cover key strategies for wealth building as students learn to evaluate businesses for investment opportunities while incorporating current headlines and trends, financial resources, and stock market simulation. Also students will develop techniques to enhance personal wealth building for a secure financial future. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic, team-building and critical-thinking skills.

**FINANCIAL PLANNING II - BF222X0****(SW, T)**

Prerequisite: Financial Planning I

Length: 1 Semester

Credit: 1

Description: Students will further develop the fundamental knowledge and skills acquired in the prerequisite course to create a business financial plan; including loans, insurance, taxes, corporate governance, and explore the various risks and returns associated with business activities. Emphasis will be placed on analyzing ethical situations in various aspects of finance in local, national and global business environments. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented ethical dilemmas and problem-solving situations for which they must apply academic, team-building and critical-thinking skills.

## **Health Science**

**FOUNDATIONS OF HEALTH SCIENCE - HU102X0****(NE, T)**

Prerequisite: None

Length: 1 Semester

Credit: 1

Description: This course is designed to assist potential health care workers in their role and function as health team members. Topics include medical terminology, the history of health care, healthcare agencies, ethics, legal responsibilities, health careers, holistic health, health care trends, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced.

**HEALTH SCIENCE I - HU402X0****(NE, SW, T)**

Prerequisite: None

Length: 1 Semester

Credit: 1

Description: This course is developed to focus on human anatomy, physiology and human body diseases and disorders, and recognizing and responding to first aid emergencies. Students will learn about healthcare careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course.

Articulation Credit: MED 121 Medical Terminology I and MED 122 Medical Terminology II. Must make an A or B in course and score a 93 or better on exam.

**HEALTH SCIENCE II - HU422X0****(NE, SW, T)**

Prerequisite: Health Science I

Length: 1 Semester

Credit: 1

Description: This course is developed to help students expand their understanding of the healthcare industry; including: employability skills, safety and infection control procedures, and clinical skills used by allied health

professionals. In addition, students will demonstrate their understanding of the cardiovascular and respiratory systems by applying BLS CPR skills. Projects, teamwork, and demonstrations serve as instructional strategies to reinforce the curriculum content. English language arts and science are reinforced in this course.

Articulation Credit: HSC 110 Orientation to Health Careers and CPR Certification. Must make an A or B in course and score a 93 or better on exam.

### **BIOMEDICAL TECHNOLOGY I - HB112X0**

**(SW)**

Prerequisite: Health Science I

Length: 1 Semester

Credit: 1

Description: This course challenges students to investigate current trends in health care. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. English language arts and science are reinforced in this course.

### **NURSING FUNDAMENTALS AND PRACTICUM HONORS - HN435X0**

**(NE, SW, T)**

Prerequisite: Health Science II

Length: 1 Semester

Credit: 2

Description: This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NA I) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NC NA I Registry. English and language arts, mathematics, and science are reinforced.

Articulation Credit: NAS 101 Nursing Assistant I. Must make an A or B in course and score a 93 or better on exam.

### **CTE ADVANCED STUDIES HLTH - WB292X0**

**(NE, SW, T)**

Prerequisite: Two technical credits in one Career Pathway

Length: 1 Semester

Credit: 1

Description: This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **CTE INTERNSHIP HLTH - WB312X0**

**(NE, SW, T)**

Prerequisite: None

Length: 1 Semester

Credit: 1

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

## **Hospitality & Tourism**

### **SPORTS AND ENTERTAINMENT MARKETING I - MH312X0**

**(T)**

Prerequisite: None

Length: 1 Semester

Credit: 1

Description: In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights, business foundations, concessions and on-site merchandising, economic foundations, human relations, and safety and security. Mathematics and social studies are reinforced.

### **SPORTS AND ENTERTAINMENT MARKETING II HONORS - MH325X0**

**(T)**

Prerequisite: Sports and Entertainment Marketing I

Length: 1 Semester

Credit: 1

Description: In this course, students acquire an understanding of selling, promotion, and market planning of sports, entertainment, and event marketing. Emphasis is on business management, career development, client relations, contracts, ethics, event management, facilities management, legal issues, and sponsorships. English/language arts, mathematics and Social studies are reinforced.

### **PRINCIPLES OF BUSINESS AND FINANCE - BF102X0**

**(SW, T)**

Prerequisite: None

Length: 1 Semester

Credit: 1

Description: This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced.

### **HOSPITALITY AND TOURISM - MH422X0**

**(T)**

Prerequisite: Principles of Business and Finance OR Sports and Entertainment Marketing I

Length: 1 Semester

Credit: 1

Description: In this course, students acquire understanding of the economic impact and marketing strategies for hospitality and tourism destinations. Emphasis is on destination complexity, customer relations, economics, legal and ethical responsibilities, safety and security, and tourism promotion. English, language arts, mathematics, social studies and technology are reinforced.

## **Human Services**

### **COUNSELING AND MENTAL HEALTH I - FC132X0**

**(SW, T)**

Prerequisite: None

Length: 1 Semester

Credit: 1

Description: This course is designed to introduce students to the counseling and mental health field through understanding how to create healthy, respectful, and caring relationships across the life span. Emphasis is placed on understanding mental health, family and friend dynamics, effective communication, and healthy intrapersonal and interpersonal relationships. English/language arts, social studies, and technology are reinforced.

**CHILD DEVELOPMENT - FE602X0****(SW, T)**

Prerequisite: Grades 10 -12

Length: 1 Semester

Credit: 1

Description: This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Art, English language arts, and science are reinforced.

**EARLY CHILDHOOD EDUCATION I - FE112X0****(SW, T)**

Prerequisite: Students must be 16 by October 1. Child Development is a recommended prerequisite for this course

Length: 1 Semester

Credit: 2

Description: This two-credit course prepares students to work with children in early education and child care settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. Due to student participation internships at early childhood centers that meet NC Child Care General Statute 110-91 Section 8, students must be 16 years of age prior to October 1 to enroll in this course.

[http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter\\_110/GS\\_110-91.html](http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html)

\*For safety reasons and number of interns placed, enrollment should not exceed 20 in this course.

**EARLY CHILDHOOD EDUCATION II HONORS - FE125X0****(SW, T)**

Prerequisite: Students must be 16 by October 1 and Early Childhood Education I

Length: 1 Semester

Credit: 2

Description: This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and child care settings. Areas of study include program planning and management, developmentally appropriate practice, procedures and strategies for working with special groups of children, career development and professionalism. An internship makes up 50 percent of instructional time. Due to student participation internships at early childhood centers that meet NC Child Care General Statute 110-91 Section 8, students must be 16 years of age prior to October 1 to enroll in this course.

[http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter\\_110/GS\\_110-91.html](http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html)

\*For safety reasons and number of interns placed, enrollment should not exceed 20 in this course

**PRINCIPLES OF FAMILY AND HUMAN SERVICES - FC112X0****(SW)**

Prerequisite: None

Length: 1 Semester

Credit: 1

Description: Students learn life literacy skills and individual, family, and community systems in the context of the human services field. Emphasis is placed on human development, professional skills, diversity, analyzing community issues, and life management. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing.

English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.



**FOOD AND NUTRITION I - FN412X0****(NE, SW, T)**

Prerequisite: Principles of Family and Human Services recommended

Length: 1 Semester

Credit: 1

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

**FOOD AND NUTRITION II - FN422X0****(NE, SW, T)**

Prerequisite: Food and Nutrition I

Length: 1 Semester

Credit: 1

Description: In this course, students experience the intersection of nutrition science and food preparation, while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students learn how to manage food safety; plan and prepare meals for a variety of consumers and clients; and explore the food system and global cuisines. \*For safety and sanitation reasons, enrollment should not exceed 20 in this course. English/language arts, social studies, mathematics, science, technology, interpersonal relationships are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job Shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. \*For safety and sanitation reasons, enrollment should not exceed 20 in this course.

**CTE ADVANCED STUDIES HUMA - WB372X0****(NE, SW, T)**

Prerequisite: Two technical credits in one Career Pathway

Length: 1 Semester

Credit: 1

Description: This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**CTE INTERNSHIP HUMA - WB392X0****(NE, SW, T)**

Prerequisite: None

Length: 1 Semester

Credit: 1

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

## Information Technology

### **PYTHON PROGRAMMING I - BP142X0**

**(T)**

Prerequisite: None

Length: 1 Semester

Credit: 1

Description: This course is designed to introduce Python as a beginning course (not intended for experienced programmers). The course is designed for students to learn and practice coding in an online environment that requires only a modern web browser and Internet connection. No special software is required to complete this course. The course includes video content, practice labs, and coding projects. Mathematics is reinforced.

### **PYTHON PROGRAMMING II - BP162X0**

**(T)**

Prerequisite: Python Programming I

Length: 1 Semester

Credit: 1

Description: This course will prepare students for jobs and careers connected with widely understood software development, which includes not only creating the code itself as a junior developer, but also computer systems design and software testing. Students will be guided to a level of Python programming knowledge which will allow them to design, write, debug, and run programs encoded in the Python language, and to understand the basic concepts of software development technology. In addition, students will learn IoT (Internet of Things) skills which can help transform any business in any industry, from manufacturing to saving endangered species. Students will apply basic programming (using Python) to support IoT devices. This course will prepare students for taking the PCAP: Certified Associate in Python Programming certification exam. Associate certification scaffolds to certification as a Certified Expert in Python Programming.

### **CTE ADVANCED STUDIES INFO - WB412X0**

**(SW, T)**

Prerequisite: Two technical credits in one Career Pathway

Length: 1 Semester

Credit: 1

Description: This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **CTE INTERNSHIP INFO - WB432X0**

**(NE, SW, T)**

Prerequisite: None

Length: 1 Semester

Credit: 1

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

## Marketing

### **SALES I - MI312X0**

**(SW)**

Prerequisite: None

Length: 1 Semester

Credit: 1

Description: This course teaches students the basic knowledge around the sales profession. Students will explore careers in selling, personal branding, communication skills, customer service, buying behavior, technology, product knowledge, and the selling process. Project-based learning, English language arts, and social studies are reinforced.

### **SALES II - MI322X0**

**(SW)**

Prerequisite: Sales I

Length: 1 Semester

Credit: 1

Description: This course teaches students the art of selling and will build on the content from the Sales I course. Students will further develop their personal brand and will continue to work on communication and customer service skills in addition to learning about pre- and post-sales activities. Students will use role plays to engage in the selling process and will learn to think on their feet. Project-based learning, English language arts, mathematics, and social studies are reinforced.

### **PRINCIPLES OF BUSINESS AND FINANCE - BF102X0**

**(SW, T)**

Prerequisite: None

Length: 1 Semester

Credit: 1

Description: This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced.

### **CTE ADVANCED STUDIES MRKT - WB532X0**

**(NE, SW, T)**

Prerequisite: Two technical credits in one Career Pathway

Length: 1 Semester

Credit: 1

Description: This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Pathway. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **CTE INTERNSHIP MRKT - WB552X0**

**(NE, SW, T)**

Prerequisite: None

Length: 1 Semester

Credit: 1

Description: A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related

activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

## **Trade & Industry**

### **CTE APPRENTICESHIP MANU - WB502X0**

**(SW)**

Prerequisite: Two technical credits in one Career Pathway

Length: 1 Semester

Credit: 1

Description: Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Commerce can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate

## **Special Interest Topics**

### **INDEPENDENT STUDY - 96102XIS**

**(E, NE, T)**

Prerequisites: Written recommendation of Instructor

Length: 1 Semester

Credit: 1

Description: This class is designed to give students guided individual study of a special interest topic for which the student has exceptional aptitude. The course will be designed around specific interest clusters with input from both the instructor and the student. Grading procedures will be contractual. This class is designed to be an in depth study of a narrow topic and is project oriented.

### **TEACHER CADET I HONORS - 96045X0**

**(E)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: Early College Teacher Cadet I scholars begin to develop the knowledge, skills, and dispositions needed to become exemplary teachers.

### **TEACHER CADET II HONORS - 96065X0**

**(E)**

Prerequisites: Teacher Cadet I Honors

Length: 1 Semester

Credit: 1

Description: Early College Teacher Cadet II scholars continue to develop the knowledge, skills, and dispositions from the previous course with additional emphasis on leadership development, pedagogy, and personal development.

**TEACHER CADET III HONORS - 96105X0TC3****(E)**

Prerequisites: Teacher Cadet II Honors

Length: 1 Semester

Credit: 1

Description: Early College Teacher Cadet II scholars continue to develop the knowledge, skills, and dispositions from the previous course with additional emphasis on leadership development, pedagogy, and personal development in the internship setting.

**TEACHER CADET IV HONORS - 96105X0TC4****(E)**

Prerequisites: Teacher Cadet III Honors

Length: 1 Semester

Credit: 1

Description: Early College Teacher Cadet II scholars continue to develop the knowledge, skills, and dispositions from the previous course with additional emphasis on application and extension of leadership development, pedagogy, and personal development in the internship setting.

**ACT PREP -96072X0****(NE, T)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: In this ACT Seminar, scholars develop study skills, explore test taking strategies, increase writing levels, and strengthen reading stamina to globally compete with other students who are taking the college entrance exam.

**LOCAL ELECTIVE HONORS SEMINAR -96105X0SEM****(E)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: Early college scholars taking seminar engage in project-based learning, service learning, and the Early College Reads Program.

**YEARBOOK -96102X0YB****(SW)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: The introductory yearbook course offers the student total involvement in the production of the school yearbook. Activities include advertising, layout planning, photography, copy writing, and proofing.

**INTRODUCTION TO COMPUTER SCIENCE - 96102X0ICS****(E, NE, SW, T)**

Prerequisites: None

Length: 1 Semester

Credit: 1

Description: An interactive introductory course for students brand new to programming that teaches the foundations of computer science using the Python language. Not only will this semester long course prepare students for AP Computer Science Principles, but it will teach students how to think computationally and solve complex problems, skills that are important for every student.

**FRESHMEN SEMINAR - 96102X0FS****(NE)**

Prerequisites: 9th grade student

Length: 1 Semester/Year-Long

Credit: 1

Description: Freshman Seminar exposes scholars to the social and academic skills they need to be successful in high school. Students practice note-taking, time management, study, social, and human relation skills. This

provides them with a mindset to become global citizens and initiate change within their community. They learn more about themselves through exploration of post-secondary education and career options.

**LOCAL ELECTIVE – HUMAN CENTERED DESIGN THINKING - 96102X0HCD (NE)**

Prerequisites: None

Length: 1 Semester/Year-Long

Credit: 1

Description: This course offers a human-centered, solutions-focused approach to creativity and innovation. Human-centered design is a problem-solving process that begins with understanding the human factors and context surrounding a challenge. It requires working directly with users —the people who use the service or deliver the solution —to develop new ideas that are viable and appropriate in their context. In this course, students learn to design for people and their everyday actions by recognizing patterns and constructing ideas that are emotionally meaningful as well as functional. This course will allow students to use creative tools to address a vast range of challenges that are important to them.

**COLLEGE & CAREER READINESS 9 – 96102X009 (NE)**

Prerequisites: None

Length: Year-Long

Credit: 1

Description: College and Career Readiness helps build the knowledge, skills, and dispositions needed to succeed in postsecondary education and provides training that leads to gainful employment.

**COLLEGE & CAREER READINESS 10 – 99359X010 (NE)**

Prerequisites: None

Length: Year-Long

Credit: 1

Description: College and Career Readiness helps build the knowledge, skills, and dispositions needed to succeed in postsecondary education and provides training that leads to gainful employment.

**COLLEGE & CAREER READINESS 11 – 99359X011 (NE)**

Prerequisites: None

Length: Year-Long

Credit: 1

Description: College and Career Readiness helps build the knowledge, skills, and dispositions needed to succeed in postsecondary education and provides training that leads to gainful employment.

**COLLEGE & CAREER READINESS 12 – 99359X012 (NE)**

Prerequisites: None

Length: Year-Long

Credit: 1

Description: College and Career Readiness helps build the knowledge, skills, and dispositions needed to succeed in postsecondary education and provides training that leads to gainful employment.

**SELF & COMMUNITY ADVOCACY 9 – 96102X09 (NE)**

Prerequisites: Be classified as a freshman

Length: Year-Long

Credit: 1

Description: Self and Community Advocacy allows scholars to experience a sense of belonging, so they feel loved, safe, and ready to learn. Students can learn and practice social and emotional skills, executive functioning skills, and life skills with the support of a trusted adult.

**SELF & COMMUNITY ADVOCACY 10 – 96102X10****(NE)**

Prerequisites: Be classified as a sophomore

Length: Year-Long

Credit: 1

Description: Self and Community Advocacy allows scholars to experience a sense of belonging, so they feel loved, safe, and ready to learn. Students can learn and practice social and emotional skills, executive functioning skills, and life skills with the support of a trusted adult.

**SELF & COMMUNITY ADVOCACY 11 – 96102X11****(NE)**

Prerequisites: Be classified as a junior

Length: Year-Long

Credit: 1

Description: Self and Community Advocacy allows scholars to experience a sense of belonging, so they feel loved, safe, and ready to learn. Students can learn and practice social and emotional skills, executive functioning skills, and life skills with the support of a trusted adult.

**SELF & COMMUNITY ADVOCACY 12 – 96102X12****(NE)**

Prerequisites: Be classified as a senior

Length: Year-Long

Credit: 1

Description: Self and Community Advocacy allows scholars to experience a sense of belonging, so they feel loved, safe, and ready to learn. Students can learn and practice social and emotional skills, executive functioning skills, and life skills with the support of a trusted adult.

**DESIGN FOR CHANGE 1 – 96102XODC1****(NE)**

Prerequisites: None

Length: 1 semester or Year-Long

Credit: 1

Description: Design for Change reinforces social and academic skills needed to succeed in high school. Students practice note-taking, time management, study, social, and human relation skills. The course provides them with a mindset to become global citizens and initiate change within their community. Scholars learn more about themselves through an exploration of post-secondary education and career options.

**DESIGN FOR CHANGE 2 – 96102XODC2****(NE)**

Prerequisites: Design For Change 1

Length: 1 semester or Year-Long

Credit: 1

Description: Design for Change reinforces social and academic skills needed to succeed in high school. Students practice note-taking, time management, study, social, and human relation skills. The course provides them with a mindset to become global citizens and initiate change within their community. Scholars learn more about themselves through an exploration of post-secondary education and career options.

**DESIGN FOR CHANGE 3 – 96102XODC3****(NE)**

Prerequisites: Design For Change 2

Length: 1 semester or Year-Long

Credit: 1

Description: Design for Change reinforces social and academic skills needed to succeed in high school. Students practice note-taking, time management, study, social, and human relation skills. The course provides them with a mindset to become global citizens and initiate change within their community. Scholars learn more about themselves through an exploration of post-secondary education and career options.

**DESIGN FOR CHANGE 4 – 96102XODC4****(NE)**

Prerequisites: Design For Change 3

Length: 1 semester or Year-Long

Credit: 1

Description: Design for Change reinforces social and academic skills needed to succeed in high school.

Students practice note-taking, time management, study, social, and human relation skills. The course provides them with a mindset to become global citizens and initiate change within their community. Scholars learn more about themselves through an exploration of post-secondary education and career options.

**CIVIC ENGAGEMENT & SOCIAL ACTION – 96102XOCSA****(NE)**

Prerequisites: None

Length: 1 semester

Credit: 1

Description: Civic Engagement and Social Action allows scholars to explore their passions and develop critical skills to change their community and world.

**NCSSM**

## NC School of Science & Math

Beginning the 2020-2021 academic year, Edgecombe County Public Schools will be offering Open Enrollment courses through the North Carolina School of Science and Math. The Open Enrollment courses will be delivered through Interactive Video Conferencing. Videoconferencing allows students to collaborate in team and whole class discussions with students all over North Carolina. A NCSSM instructor is able to engage, instruct, and assess in REAL TIME. Students will receive instruction from teachers with advance degrees in their subject area.

**Fall Semester Class Dates**

- August 25, 2021: First day of classes
- January 17, 2021: Last day of classes

**Spring Semester Class Dates**

- January 18, 2022: First day of classes
- May 27, 2022: Last day of classes



## FALL SEMESTER COURSE OFFERINGS

First Period	Second Period	Third Period	Fourth Period
AP Calculus AB	Honors Creative Design for the Web	Honors Genetics & Biotechnology	Honors Creative Design for the Web
Honors Aerospace Engineering	AP Psychology	Honors African American Studies	Honors Data Science
Honors Forensic Science	AP Statistics	Honors Tech Art: Intro to Art, Technology, and World-Building in Video Games	Honors Global Public Health & Infectious Disease
	Honors Data Science	Honors Foundations in Research	Honors Physics
	Honors Genetics & Biotechnology		Honors Race, Ethics, & Leadership

**Asynchronous Course: AP Microeconomics**

## SPRING SEMESTER COURSE OFFERINGS

First Period	Second Period	Third Period	Fourth Period
AP Calculus BC	Honors Data Science	AP Seminar	Honors African-American Studies
Honors Forensic Science	Honors Aerospace Engineering	Honors Genetics & Biotechnology	Honors Discrete Mathematics for Computer Science
Honors Introduction to Computer Science & Computational Thinking (Grade 9 only)	Honors Forensic Science	Honors Connected Computing with Code	Honors Physics
Honors Diseases: Dynamics of Epidemics	Honors Introduction to Computer Science & Computational Thinking (Grade 9 only)	Honors Biomedical Engineering	Honors Introduction to Artificial Intelligence
			Honors Physics

**Asynchronous Course: AP Macroeconomics**

**AP CALCULUS AB – 2A007X0****(E, NE, SW, T)**

Prerequisites: B+ or higher in Pre-Calculus

Length: 1 Semester (Fall)

Credit: 1

Description: This demanding and challenging course, AP Calculus AB, is the equivalent of a college-level first semester course in calculus. The course covers all topics in The College Board's AP Calculus AB curriculum. Learners will cover functions, limits, derivatives and their applications, transcendental functions and special integration methods and their applications. During the semester, learners will use multiple representations, such as graphical, numerical, analytical, and verbal to foster a more complete understanding of Calculus. Technology will be used to reinforce the relationships among the multiple representations of functions, to confirm written work, facilitate experimentation, and assist with interpretation of results. Students registering for AP Calculus AB in the fall are committed to the yearlong sequence taking AP Calculus BC in the spring.

\*Note: This course is designed to be a two-course sequence.

**Meeting Times:**

Fall Semester: 8:10-9:20am M-F

**Requirements:**

Materials/Textbook: Calculus: Volumes I and II by Gilbert Strang, and Edwin "Jed" Herman. This text is an Open Education Resource and available digitally (and for print purchase)

at:<http://openstax.org/details/books/calculus-volume-1> <http://openstax.org/details/books/calculus-volume-2> ISBN-13: 978-1-938168-02-4

Consumables Fees: None

Site Requirements: Students must have computer access to the Internet in the classroom. Each student must have a TI-84, TI-84 Plus, or equivalent graphing calculator that they may take home. Students should also have access to the internet via smartphone, tablet, or personal computer to access additional instructional materials.

**AP STATISTICS – 2A037X0****(E, NE, SW, T)**

Prerequisites: B+ or higher in Math III

Length: 1 Semester (Fall)

Credit: 1

Description: This course introduces students to the major concepts of hypothesis testing and confidence intervals and uses methods like randomization and bootstrap intervals to introduce the fundamental idea of statistical inference. The course includes the more traditional methods like t-tests, chi-square tests, etc. but only after students have developed a strong intuitive understanding of inference through randomization methods. The focus throughout is on data analysis and the primary goal is to enable students to effectively collect data, analyze data, and interpret conclusions drawn from data. The course is driven by real data and real applications. With the course curriculum established by The College Board, the course is to be representative of college-level mathematics.

Note: Students taking this course are encouraged to consider Honors Statistical Modeling in the spring, as it not only builds on AP Statistics but will include Advanced Placement exam preparation before the spring administration of the AP Statistics exam.

**Meeting Times:**

Fall Semester: 9:50-11:00am M-F

**Requirements:**

Materials/Textbook: Unlocking the Power of Data (2nd Edition) by Robin H. Lock, Patti Frazer Lock, Kari Lock Morgan, Eric F. Lock, Dennis F. Lock ISBN-13: 978-1-119-16366-4 (Loose Leaf Version) ISBN-13: 978-1-119-53976-6 (Bound Version)

Consumables Fees: None

Site Requirement: Each student must have a TI-84, TI-84 Plus, or equivalent graphing calculator that they may take home. Students should also have access to the Internet via smartphone, tablet, or personal computer to access additional instructional materials.

**HONORS AEROSPACE ENGINEERING – 34055X0****(E, NE, SW, T)**

Prerequisites: Grades 10-12, B+ or higher in Math III

Length: 1 Semester (Fall or Spring)

Credit: 1

Description: This course introduces students to the field of aerospace engineering, engineering design, and the core math and science concepts needed to solve problems related to aerospace and other engineering disciplines. The course is presented with historical context and topics include spatial reasoning, properties of fluids, descriptions of 3-dimensional motion, the mechanics of flight, and basic aero- and thermodynamic principles applied to the design and control of aircraft and spacecraft. Students have opportunities to experiment, calculate, compute, design and build as they explore and solve problems associated with the mechanics of flight, and are encouraged to earn course credit through aerospace-themed projects of their own design.

**Meeting Times:**

Fall Semester: 8:00-9:10am M-F/ Spring Semester: 9:50-11:00am M-F

**Requirements:**

Materials/Textbook: Some equipment on loan from NCSSM; schools are responsible for materials. A list of additional needed materials will be provided. Some free software must be downloaded and installed on all student machines.

Consumables Fees: A \$25 per student consumable materials fee will be invoiced at the start of the semester. For inquiries regarding invoices, please contact Crystal Davis at NCSSM. phone: 919-416-2640 fax: 919-416-2650 [davisc@ncssm.edu](mailto:davisc@ncssm.edu).

Site requirements: Students must have computer access to the Internet in the classroom. Facilitator assistance will be required to set up labs.

**HONORS FORENSIC SCIENCE – 30205X0****(E, NE, SW, T)**

Prerequisites: Grades 10-12, A in English, completion of Biology and Math III

Length: 1 Semester (Fall or Spring)

Credit: 1

Description: This course focuses on the application of basic biological, chemical and physical science principles, and technological practices as it relates to judicial and civil issues. It includes the investigation of fingerprinting, fiber analysis, ballistics, arson, trace evidence analysis, poisons, drugs, blood spatters, and blood samples. In addition, students must incorporate the use of technology, communication skills, language arts, art, family and consumer science, mathematics, and social sciences. Good writing skills are imperative. Through online lessons, virtual and hands-on labs, and analysis of fictional crime scenarios, students learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and

responsible conclusions. Because of potential graphic material in some of the modules, parents are asked to sign a permission slip.

**Meeting Times:**

Fall Semester: 8:15-9:25 M-Th/ Spring Semester 8:05-9:15 M-Th and 10:15-11:25 am M-Th

**Requirements:**

Materials/Textbook: Must be provided by the school Forensic Science: Fundamentals and Investigations, by Bertino and Bertino (2nd Edition) Published by South-Western Educational: 2015. ISBN: 9781305077119 Materials: Some equipment will be provided on loan from NCSSM; schools are responsible for materials. A list of additional needed materials will be provided.

Consumables Fees: A \$25 per student consumable materials fee will be invoiced at the start of the semester. For inquiries regarding invoices, please contact Crystal Davis at NCSSM. phone: 919-416-2640 fax: 919-416-2650 daviscc@ncssm.edu.

Site Requirements: Facilitator assistance will be required to set up labs and proctor assessments. Instructor will provide a list of educational websites that students must be able to access during class, including but not limited to Google Drive and [www.firearmsid.com](http://www.firearmsid.com).

**HONORS CONNECTED COMPUTING WITH CODE – 28005X0CC**

**(E, NE, SW, T)**

Prerequisites: Grades 10-12

Length: 1 Semester (Spring)

Credit: 1

Description: This interdisciplinary course explores impacts, biases and potential of technology to impact the world and solve global challenges. In this course you'll conduct research aimed at developing a theoretical understanding of the history and future of technology with full access to the NCSSM library resources. We'll discuss how access to technology influences the problems we as a society prioritize. We'll challenge some of the ideas that exist about how humans use technology, focusing on the impactful use of technology to make the world a better place. We'll spend time exploring issues like AI and machine learning, while defining some of the ways humans can use technological tools to solve global challenges.

**Meeting Times:**

Spring Semester: 11:40am-12:50pm M-F

**Requirements:**

Materials/Textbook: Some equipment will be provided on loan from NCSSM; schools are responsible for materials. A list of additional needed materials will be provided.

Consumables Fees: A \$25 per student consumable materials fee will be invoiced at the start of the semester. For inquiries regarding invoices, please contact Crystal Davis at NCSSM. phone: 919-416-2640 fax: 919-416-2650 daviscc@ncssm.edu.

Site Requirements: Facilitator assistance will be required to set up labs and proctor assessments. Instructor will provide a list of educational websites that students must be able to access during class, including but not limited to Google Drive. Please note that students may be accessing \*gaming sites\* that may normally be blocked by school computers. The site document will list specifically what students need to see.

**HONORS GENETICS & BIOTECHNOLOGY - 33605X0****(E, NE, SW, T)**

Prerequisites: B or higher in Biology, completion of Math III

Length: 1 Semester (Fall or Spring)

Credit: 1

Description: What do crime scene investigations, agriculture, medicine, conservation biology and manufacturing have in common? They have all been revolutionized by biotechnology! Almost every day we read about new developments in the rapidly changing fields of genetics and DNA-based biotechnology. In this course, students will first explore classical genetics and then move onto examining the structure and function of DNA and proteins. With state-of-the-art laboratory experiments, students will analyze DNA fingerprints from a crime scene, genetically transform bacteria and investigate their own DNA! Finally, they will survey the applications of biotechnology in many diverse fields and discuss in depth how biotechnology is changing our daily lives and our future. With the decline of traditional manufacturing in North Carolina, biotechnology is positioned to become a vital part of North Carolina's 21st century economy.

**Meeting Times:**

Fall Semester: 9:50-11:00am and 11:40am-12:50pm/Spring Semester: 11:40am-12:50pm M-F

**Requirements:**

Materials/Textbook: Textbooks must be provided by the partner school. We are transitioning to a new textbook, but if you have older textbooks, you may continue to use them. Old Textbook = Essential Genetics: A Genomics Perspective by Daniel L. Hartl Jones and Bartlett Press 4th or 5th edition ISBN: 0763773646 | ISBN 13: 9780763773649 If you are working with us for the first time, please purchase our new textbook: Concepts of Genetics, by Klug and Cummings from Pearson Education. The instructor will assign general readings and problem sets from old and new books during the transition.

Consumables Fees: A \$25 per student consumable materials fee will be invoiced at the start of the semester. For inquiries regarding invoices, please contact Crystal Davis at NCSSM. phone: 919-416-2640 fax: 919-416-2650 daviscc@ncssm.edu.

Site requirements: Students must have computer access to the Internet in the classroom. Facilitator assistance will be required to set up labs.

**HONORS CREATIVE DESIGN FOR THE WEB - 28005X0CDW****(E, NE, SW, T)**

Prerequisites: None

Length: 1 Semester (Fall)

Credit: 1

Description: Have you ever wondered how design decisions are made on your favorite websites? In creative multimedia and web design, you'll have access to 21st century tools like Adobe creative suite and develop some highly sought after, marketable skills. You'll learn how the web works and how to make thoughtful decisions while creating a website using responsive design. In this course, you'll also get an introduction to industry standard tools like HTML, CSS and Javascript. Creativity is at the forefront of this course. We'll also spend some time talking about how equity and accessibility impacts design decisions. You'll get a chance to talk and ask questions to guest speakers from different fields related to web design. We'll have a lot of fun and make some really cool stuff!

**Meeting Times:**

Fall Semester: 9:50-11:00am M-F and 1:30-2:40pm M-F

**Requirements:**

Materials/Textbook: None

Consumables Fees: None

Site Requirements: Students must have computer access to the Internet in the classroom.

### **HONORS GLOBAL PUBLIC HEALTH & INFECTIOUS DISEASE – 60195X0 (E, NE, SW, T)**

Prerequisites: Grades 10-12, A in English

Length: 1 Semester (Fall)

Credit: 1

Description: This course provides an introduction to a range of topics and issues in public health with an emphasis on global public health. Some possible topics of discussion include the health and welfare of women and children in low-income countries, the impact of emerging and re-emerging infectious diseases across the globe, food insecurity and malnutrition, demographic transition and immigration, global fertility and mortality, the stigma of mental health, and occupational health. This course will also address a number of impactful case studies and controversies in health and biomedical ethics. As public health relies on a number of systems in order to serve diverse populations across the globe, this course will take a systems thinking and modeling approach, using authentic performance assessments with students working in teams to apply concepts learned throughout the term. This interdisciplinary course requires complex reasoning and critical thinking skills, extensive use of technology, communication and problem-solving skills. Strong writing skills are imperative.

#### **Meeting Times:**

Fall Semester: 1:30-2:40 M-F

#### **Requirements:**

Materials/Textbook 1: Public Health: What It Is and How It Works, 6th edition by BJ Turnock, Jones and Bartlett Learning, 2015. ISBN 978-1-284-06941-9 Textbook 2: Controversies in Public Health and Health Policy by Jan K. Carney. Jones and Bartlett Learning, 2016. ISBN 978-1-284-04929-9 Materials: Some equipment will be provided on loan from NCSSM; schools are responsible for materials. A list of additional needed materials will be provided.

Consumables Fees: A \$25 per student consumable materials fee will be invoiced at the start of the semester. For inquiries regarding invoices, please contact Crystal Davis at NCSSM. phone: 919-416-2640 fax: 919-416-2650 [davisc@ncssm.edu](mailto:davisc@ncssm.edu).

Site Requirements: Facilitator assistance will be required to set up labs and proctor assessments.

Instructor will provide a list of educational websites that students must be able to access during class, including but not limited to Google Drive.

### **HONORS PHYSICS –34305X0 (E, NE, SW, T)**

Prerequisites: Grades 10-12, C or higher in Math III

Length: 1 Semester (Fall or Spring)

Credit: 1

Description: This course is a hands-on, inquiry based introductory course which combines both “conceptual” and “mathematical” approaches to learning physics. The course covers mechanics (Newton’s laws of motion and their applications) and will potentially include waves, electricity, and optics. Students will learn to solve real problems by investigating real systems. Investigations will cover physics topics that are fun and engaging for the students. Students will design experiments, use accurate measuring equipment and construct and test conclusions based on accurate data.

#### **Meeting Times:**

Fall Semester: 1:45-2:55 M-F/ Spring Semester 1:30-2:40 M-F

**Requirements:**

Materials/Textbook: Must be provided by the school Conceptual Physics, by Paul G. Hewitt Prentice Hall ISBN-10: 0-13-364749-8 | ISBN-13: 978-0-13-364749-5

Consumables Fees: A \$25 per student consumable materials fee will be invoiced at the start of the semester. For inquiries regarding invoices, please contact Crystal Davis at NCSSM. phone: 919-416-2640 fax: 919-416-2650 daviscc@ncssm.edu Materials: Each student must have a graphing calculator (TI-83, TI-84 or TI-89) that they may take home.

Site Requirements: Students must have computer access to Internet in classroom.

**HONORS RACE, ETHICS, & LEADERSHIP – 48005X0REL****(E, NE, SW, T)**

Prerequisites: Grades 10-12

Length: 1 Semester (Fall)

Credit: 1

Description: Students study profiles of leadership in relationship to racial justice and equality. They also acquire a knowledge of ethics and apply that knowledge to historical and contemporary issues involving racial identity and racial justice in the United States. Topics addressed in the course include mass incarceration, race-based medicine, eugenics, racial profiling, gerrymandering, stereotype threat, racial privilege, and cultural appropriation. Course materials and activities include readings, discussions, video clips, and guest speakers.

**Meeting Times:**

Fall Semester: 1:45-2:55pm, Tuesday & Thursday

**Requirements:**

Materials/Textbook: Textbook: Vaughn, Lewis, Beginning Ethics: An Introduction to Moral Philosophy (New York: W. W. Norton & Company, 2015). ISBN 978-0-393-93790-9

Consumables Fees: None

Site Requirements: Students will participate in live class sessions on Tuesdays and Thursdays and will engage in online asynchronous learning activities during the other three days of the week.

**HONORS INTRO. TO ART, TECHNOLOGY, AND WORLD-BUILDING IN VIDEO GAMES – 28005XOVGH****(E, NE, SW, T)**

Prerequisites: Grades 10-12

Length: 1 Semester (Fall)

Credit: 1

Description: In this semester-long course you'll learn a little something about every artistic and technical element used in the creation of video games. In this survey course, you'll explore the history of video games, video gaming engines, traditional art principles, fundamentals of visual and audio design, and elements of visual storytelling. You'll start by analyzing the artistic design process and by creating original artwork based on your personal interests. You'll also create original sounds, 2D and 3D models, and use elements of AI and machine learning to create new art. Each unit will have both technical and creative challenges, mixing synchronous and asynchronous activities. You will be encouraged to explore your personal interests and create something you are passionate about by identifying real-world issues that need solving, creating solutions to problems through the design process, and ultimately building the type of virtual world you want to see. This course is for anyone who wants to know more about what goes into creating video games and how to create art in 3D spaces.

**Meeting Times:**

Fall Semester: 12:00 PM to 1:10 PM Monday & Wednesday

**HONORSS FOUNDATIONS IN RESEARCH – 96105XOFIR****(E, NE, SW, T)**

Prerequisites: Grades 10-12

This course is designed to be a two-course sequence with AP Seminar

Length: 1 Semester (Fall)

Credit: 1

Description: Honors Foundations in Research prepares students for the Advanced Placement Capstone Seminar/Research sequence. This course is designed around six essential skills and their development—critical thinking and reasoning, critical reading, inquiry and research, constructing persuasive arguments, communicating publicly, and collaboration. This is a foundational course that engages students to explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives of different areas of study in academic research. The course prepares students to investigate research problems in any field of study, but many of the sources used for training come from the fields of science, engineering, and mathematics. The fall course focuses on finding, assessing, and paraphrasing/synthesizing professional research, and breaking down a real world topic into a research problem or question. Students will be working collaboratively toward the completion of a team research project and presentation. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students ready to join this class are self-motivated, willing to step outside the bounds of their comfort zone, and ready to work hard. You will be making several presentations in front of classes, peers, and potentially professional colleagues. This course places great emphasis on reading, writing, and presentation both in and out of class. The expectation is students continue to Advanced Placement Seminar in the spring.

**Meeting Times:**

Fall Semester: 12:00 PM to 1:10 PM Tuesday, Wednesday, & Thursday

**AP SEMINAR – 0A017XOSEM****(E, NE, SW, T)**

Prerequisites: Sophomore or Junior standing; Seniors by permission. Completion of Honors Foundations in Research with a grade of B or higher

Length: 1 Semester (Spring)

Credit: 1

Description: AP Seminar prepares students for the AP Capstone Seminar/Research sequence. This course is designed around six essential skills and their development—critical thinking and reasoning, critical reading, inquiry and research, constructing persuasive arguments, communicating publicly, and collaboration. The spring course focuses on an individual research synthesis project based around a theme chosen by the College Board, building presentation skills, and refining a student's skills in analyzing, paraphrasing, and synthesizing sources in preparation for the end-of-course examination administered by the AP College Board. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students ready to join this class are self-motivated, willing to step outside the bounds of their comfort zone, and ready to work hard. You will be making several presentations in front of classes, peers, and potentially professional colleagues. This course places great emphasis on reading, writing, and presentation both in and out of class. Upon completion of the course and meeting College Board requirements, students can continue to complete an AP Research course, where students complete independent research.

**Meeting Times:**

Spring: 12:00-1:10pm/ Tuesday/Wednesday/Thursday,



**HONORS DATA SCIENCE – 96105XOHDS****(E, NE, SW, T)**

Prerequisites: Grades 10-12

Length: 1 Semester (Fall or Spring)

Credit: 1

Description: This course combines three perspectives: inferential thinking, computational thinking, and real-world relevance. Given data arising from some real-world phenomenon, how does one analyze that data so as to understand that phenomenon? The course teaches critical concepts and skills in computer programming and statistical inference, in conjunction with hands-on analysis of real-world datasets, including economic data, document collections, geographical data, and social networks. It delves into social issues surrounding data analysis such as privacy and design.

**Meeting Times:**

Fall Semester: 9:50-11:00 M-F and 1:45-2:55pm M-F/ Spring Semester 9:50-11:00am M-F

**AP CALCULUS BC – 2A017X0****(E, NE, SW, T)**

Prerequisites: B or higher in AP Calculus AB

Length: 1 Semester (Spring)

Credit: 1

Description: This demanding and challenging course, AP Calculus BC, is the equivalent of a college-level second semester course in calculus. The course covers all topics in The College Board's AP Calculus BC curriculum not already covered in the AP Calculus AB curriculum. Students should be comfortable with derivative and integration techniques, as they will use these fundamentals to build understanding of the calculus of polynomial approximations and series, vectors, polar functions, and parametric functions. During the semester, students will explore concepts graphically, numerically, and analytically so as to foster a more complex understanding. This course is intended for students who have a willingness to learn calculus at a very rapid pace and exceptionally good study habits. This course will prepare students to sit for the administration of the Calculus BC Advanced Placement Exam by utilizing class time to complete AP review problem sets.

**Meeting Times:**

Spring Semester: 8:10-9:20am, M-F

**Requirements:**

Materials/Textbook: Calculus: Volumes I and II by Gilbert Strang, and Edwin "Jed" Herman. This text is an Open Education Resource and available digitally (and for print purchase) at:

<http://openstax.org/details/books/calculus-volume-1> <http://openstax.org/details/books/calculus-volume-2> ISBN-13: 978-1-938168-06-2

Consumables Fees: None

Site Requirements: Each student must have a TI-84, TI-84 Plus, or equivalent graphing calculator that they may take home. Students should also have access to the Internet via smartphone, tablet, or personal computer to access additional instructional materials.

**HONORS INTRO. TO COMPUTER SCIENCE & COMPUTATIONAL THINKING – 28005X0CCT (E, NE, SW, T)**

Prerequisites: None

Length: 1 Semester (Spring)

Credit: 1

Description: This course is for 9th grade students participating in the STEM Scholars program. Technology that runs a computer program in some aspect is pervasive, and solving problems using massive data sets is more commonplace. This introductory course introduces students to the concepts of computer programming and computational thinking using problem-based, STEM-integrated activities. In this hands-on class with

multiple projects, students will learn about cyber security, solar and wind power, programming music videos and games, and mathematical modeling. Students will meet mentors, leaders, and historical figures in a wide variety of STEM careers, some of whom have faced formidable obstacles to success. This class is fun and challenging; students will leave excited about future STEM coursework and possibilities for careers in STEM fields.

#### **COURSE LEARNING OBJECTIVES:**

Identify how computer science and computational thinking is used in multiple scientific disciplines and showcase career options.

Learn multiple strategies for dealing with complexity and open-ended problem solving, both personally and in groups, using computational thinking. Apply these methods across disciplines.

Create functioning programs that demonstrate understanding of best practices, including code documentation, using computer programming in multiple languages (Python, Mathematica).

Distinguish between hardware and software components, and successfully analyze data in multiple contexts.

Students will leave with increased knowledge of computer science and computational thinking, an excitement about these disciplines, and increased confidence in tackling high level STEM coursework in their future classes.

#### **Meeting Times:**

Spring Semester: 8:10-9:20am M-F & 9:50-11:00am M-F

#### **Requirements:**

Materials/Textbook:

Consumables Fees: A \$25 per student consumable materials fee will be invoiced at the start of the semester. For inquiries regarding invoices, please contact Crystal Davis at NCSSM. phone: 919-416-2640 fax: 919-416-2650 [davisc@ncssm.edu](mailto:davisc@ncssm.edu).

Site Requirements: Students must have computer access to the Internet in the classroom.

#### **AP PSYCHOLOGY – 4A057X0**

**(E, NE, SW, T)**

Prerequisites: Completion of Biology

Length: 1 Semester (Fall)

Credit: 1

Description: The purpose of Honors Psychology is to introduce students to the study of behavior and mental processes of humans and animals. The course will involve nightly reading assignments, critical thinking questions, vocabulary development, labs, projects and research investigations and experiments. In addition, there will be frequent reading quizzes and unit exams involving both multiple choice and free-response components. The course will cover those topics generally discussed in a college level introductory psychology course. These topics include: social psychology, history, careers, theories, research methods, biological bases of behavior, sensation/perception, consciousness, learning, memory, cognition, development, personality, stress, disorders and treatments. Students will learn about the methods and ethical approaches of professional Psychology.

#### **Meeting Times:**

Fall Semester: 9:50-11:00am M-F

#### **Requirements:**

Materials/Textbook: Myers' Psychology for AP by David G. Myers (2nd. Edition) ISBN:9781464113079  
Barron's AP Psychology Study Guide ISBN:9781438010694

Consumables Fees: None

Site Requirements: Students must have computer access to the Internet in the classroom.

### **HONORS AFRICAN-AMERICAN STUDIES – 46015X0**

**(E, NE, SW, T)**

Prerequisites: Grades 10-12

Length: 1 Semester (Fall or Spring)

Credit: 1

Description: This interdisciplinary course provides an introduction to African American history, literature, and culture. Students examine significant social, political, economic, and religious issues as well as issues of identity in the lives of African Americans from the sixteenth to the present. In addition to primary and secondary source readings, students explore texts ranging from slave narratives, folktales, and spirituals to the works of past and contemporary writers, artists, musicians, and filmmakers. Through a variety of assignments and activities, students continue to develop their skills in reading, speaking, and research, with special emphasis on the writing Process.

#### **Meeting Times:**

Fall Semester: 11:40am-12:50pm M-F/Spring Semester: 1:30pm - 2:40pm M-F

#### **Requirements:**

Materials/Textbook: There is no required textbook. The schools will have to provide students access to the following websites.

National Archives – Black History

Digital Schomburg: African American Women Writers of the 19 th century

Africans in America (PBS), 1450-1865

Flashbacks: African American Education (The Atlantic Magazine)

Flashbacks: Black History, American History

The HistoryMakers: The Nation's Largest African American Video Oral History Collection

#Present The Faces of Science: African Americans in the Sciences

Great Black Heroes

Africans in America

The African American Mosaic

This Far By Faith

African American Registry

Consumables Fees: None

Site requirements: Students must have computer access to the Internet in the classroom.

### **HONORS INTRO. TO ARTIFICIAL INTELLIGENCE– 28005X0AI**

**(E, NE, SW, T)**

Prerequisites: Grades 10-12, B or higher in Math I

Length: 1 Semester (Spring)

Credit: 1

Description: Artificial Intelligence, or AI, enables computer systems to perform tasks that normally require human intelligence, such as visual perception, speech recognition, and decision-making. In this class students will explore how and what types of data can be collected for AI systems, how computers can “learn” from these data and use what is learned to help interpret the world and make decisions. Students will identify and explore the implications of AI systems currently in everyday use in areas such as social media, mapping software, and financial institutions, and consider the emerging areas where AI will be applied. Topics also include how AI has been portrayed in popular culture, how AI systems interact with humans, and the ethical considerations surrounding potential societal harm from inappropriately designed, trained, and/or applied AI systems. Students have opportunities to experiment and compute as they explore and solve problems associated with AI.

**Meeting Times:**

Spring Semester: 1:45-2:55pm M-F

**Requirements:**

Materials/Textbook: Some equipment on loan from NCSSM; schools are responsible for materials. A list of additional needed materials will be provided. Some free software must be downloaded and installed on all student machines.

Consumables Fees: A \$25 per student consumable materials fee will be invoiced at the start of the semester. For inquiries regarding invoices, please contact Crystal Davis at NCSSM. phone: 919-416-2640 fax: 919-416-2650 daviscc@ncssm.edu

Site requirements: Students must have computer access to the Internet in the classroom. Facilitator assistance may be required to set up labs.

**HONORS DISEASES, THE DYNAMICS OF EPIDEMICS – 30205XODDE****(E, NE, SW, T)**

Prerequisites: Grades 10-12

Length: 1 Semester (Spring)

Credit: 1

Description: After covering the basics of immunology and pathogens, we will be using a case study approach to study different epidemics. We will be looking at the dynamics of childhood diseases, evolution of drug resistance, digital epidemiology, disease surveillance, vaccinations and more. By looking at the history of epidemiological response to modern day public health initiatives, we will analyze individual epidemics for their efficacy and in particular, the many equity issues surrounding those responses. This course will use case studies to promote a seminar style course filled with discussion, research and systems thinking.

**Meeting Times:**

Spring Semester: 8:10-9:20 M-F

**HONORS BIOMEDICAL ENGINEERING – 30205XOHBE****(E, NE, SW, T)**

Prerequisites: B or better in Math II Honors, or an A in Math II.

Length: 1 Semester (Spring)

Credit: 1

Description: How are electrical signals from the heart measured outside the body? Is there a way to design high-heel shoes that don't hurt women's feet? How do engineers design heart valves that only allow blood to flow one way? This course introduces students to the different sub-specialties of biomedical engineering including bioelectronics and instrumentation, biomaterials, biomechanics, and biochemical. Through written problems, hands-on and design activities, and reviewing literature in the field students explore and experience biomedical engineering principles, the engineering design process, and problem solving and troubleshooting.

**Meeting Times:**

Spring Semester: 12:00-1:000, Mon-Thur.

**HONORS DISCRETE MATH FOR COMPUTER SCIENCE – 24015XOSSM****(E, NE, SW, T)**

Prerequisites: Completion of Math 3

Length: 1 Semester (Spring)

Credit: 1

Description: Are you interested in computer science? If you are planning to pursue a career as a computer programmer, software engineer, data scientist, security analyst, or financial analyst then discrete mathematics is for you!

The mathematics of modern computer science is built almost entirely on discrete math, such as logic, combinatorics, proof, and graph theory. Discrete mathematics is the study of mathematical structures that are countable or otherwise distinct and separable. Discrete math is very much “real world” mathematics. The somewhat abstract nature of these subjects often turns off students. By contrast, discrete math, in particular counting and probability, allows students to very quickly explore non-trivial “real world” problems that are challenging and interesting.

At most universities, an undergraduate-level course in discrete mathematics is required for students who are interested in these fields. This course will prepare students for college level algebra, statistics, and discrete mathematics courses. This course is aligned to the new NCDPI course in Discrete Mathematics. The purpose of this course is to introduce discrete structures that are the backbone of computer science.

**Meeting Times:**

Spring Semester: 1:45-2:55pm M-F

**Requirements:**

Materials/Textbook: Thinking Mathematically, 7th Edition Robert F. Blitzer, Miami Dade College ISBN-13: 9780134683713

Site Requirements: Students must have computer access with stable internet connection. Each student must have a TI-84, TI-84 Plus, or equivalent graphing calculator that they may take home. Students should also have access to the internet via smartphone, tablet, or personal computer to access additional instructional materials.





**Edgecombe Early College High School**  
**2009 West Wilson St (ECC Campus)**  
**Tarboro, NC 27886**  
**(252) 823-5166 ext. 192**



**North Edgecombe High School**  
**7589 NC 33-NW**  
**Tarboro, NC 27886**  
**(252) 823-3562**



**SouthWest Edgecombe High School**  
**5912 NC 43 North**  
**Pinetops, NC 27886**  
**(252) 827-5016**



**Tarboro High School**  
**1400 Howard Avenue**  
**Tarboro, NC 27886**  
**(252) 823-4284**

**EDGECOMBE COUNTY PUBLIC SCHOOLS**

**2311 N. Main Street**  
**PO Box 7128**  
**Tarboro, NC 27886**  
**(252) 641-2600**  
**[www.ecps.us](http://www.ecps.us)**