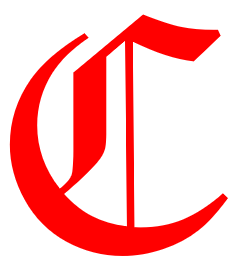
Currituck County High School



Course Catalog

2025 – 2026

Currituck County Schools

Currituck County, NC

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**UNC SYSTEM SCHOOLS**

To enroll in any of the 16 universities listed below which make up the University of North Carolina system, undergraduate students must meet the minimum requirements outlined in the chart entitled Currituck County High School Graduation Requirements from the Future Ready Core Course of Study.

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

**North Carolina Grading Scale and Grade Point Average**

| Letter Grade | Percentage Grades | Grade Point | Honors Grade Point | AP/College Grade Point |
| --- | --- | --- | --- | --- |
| **A** | **90 - 100** | **4.0** | **4.5** | **5** |
| **B** | **80 - 89** | **3.0** | **3.5** | **4** |
| **C** | **70 - 79** | **2.0** | **2.5** | **3** |
| **D** | **60 - 69** | **1.0** | **1.5** | **2** |
| **F** | **< 60** | **0** | **0** | **0** |

**ATHLETIC ELIGIBILITY REQUIREMENTS**



Seniors (12th grade) must be enrolled and successfully complete 3 courses in the fall, 2 courses in their spring semester to play sports.

Grade 9-11 must successfully complete a minimum of 3 courses each semester to be eligible to play.

All students must remain in academic good standing with grades and attendance to maintain eligibility.

Please Contact Mr. Powell, our Athletic Director, with questions about sports and eligibility.

**CURRITUCK COUNTY HIGH SCHOOL GRADUATION REQUIREMENTS.**

**TWO COURSES OF STUDY LEADING TO ONE DIPLOMA.**

The North Carolina Future-Ready Core was developed to provide students with a strong academic foundation to optimize post-graduation options.

| **CONTENT AREA** | **FUTURE READY CORE** | **FUTURE READY OCCUPATIONAL**  **COURSE OF STUDY** |
| --- | --- | --- |
| **English** | **4 Credits**  English I, II, III, IV | **4 Credits**  Occupational English I, II, III, IV |
| **Mathematics** | **4 Credits**  NC Math I, II, III  *and* a 4th math course aligned with the student's post-high school plans | **3 Credits**  Occupational Intro to Math I,  OCS Math I,  OCS Financial Management |
| **Science** | **3 Credits**  Earth/Environmental Science, Biology, 1 Physical Science (either Physical Science or Chemistry) | **2 Credits**  OCS Applied Science, OCS Biology |
| **Social Studies** | **4 Credits**  World History, Civics,,  American History, Economics & Personal Finance | **2 Credits**  OCS American History I  OCS American History II |
| **Second Language** | Not required for graduation.  2 Credits of the same language are required to meet minimum application requirements for UNC system. | Not required |
| **Computer Skills** | **1 Credit (students entering grade 9 in 26/27 school year)** | Computer proficiency as specified in Individualized Education Plan (IEP). |
| **Health and Physical Education** | **1 Credit**  Health/Physical Education  Healthful Living CPR Training | **1 Credit**  Health/Physical Education  Healthful Living CPR Training |
| **Electives** | **5/6 Credits Required**  Two (2) credits in any combination:  - Career & Technical Education (CTE)  - Fine Arts Education  - Second Languages  Four (4) credits within ONE of the following:  - Career & Technical Education  - JROTC  - Fine Arts Education  Music  Chorus  Theatre  Visual Arts | **10 Credits**  Six (6) Credits: Occupational Preparation  - 4 Credits  Occupational Preparation I, II, III, IV  - 2 Credits Elective  Completion of IEP Objectives/  Career Portfolio Required  Four (4) Credits:  - Career & Technical Education (CTE) |
| **Total** | **22 Credits** | **22 Credits** |

**REQUIRED TESTING**

The North Carolina Public Schools Accountability model now requires testing outside of the traditional End-of-Course and CTE Post Assessments testing. Effective in the 2011-2012 school year, the ACT suite of tests will be administered to students at several different grade levels. These tests are required and given to CCHS students at no cost. Below is additional information on testing requirements from the state of North Carolina.

**ACT- AMERICAN COLLEGE TEST**

The ACT assessment is given free of charge to *all* North Carolina 11th graders in March. This testing is required as a part of the NC High School [accountability model](https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting). ACT test results are widely accepted by college admissions offices and considered an accurate gauge of classroom achievement. ACT results may be used at the high school level to identify students who need assistance with certain subject areas or academic skills, to evaluate effectiveness of instruction, and to adjust curricula to improve instruction. Colleges use the ACT for admissions decisions, course placement, academic advising and loans and scholarships.

The ACT is scored out of a scale of 36, with 36 being the highest. The student will receive a score on this scale for each section, as well as a composite score. Students may take the test additional times or in 12th grade, for a fee, to improve their score. Students taking additional administrations of the test must register six weeks in advance and such testing is not managed by the school (unlike the required administration of the ACT to 11th grade students each March). Registration dates are available on the school counseling department webpage. Students may also register on-line at [www.actstudent.org](http://www.actstudent.org) **CTE POST-ASSESSMENTS**

Career and Technical Education (CTE) courses have different forms of assessment that are specific to the individual course. These include state assessments (which are required exams), credentials, and Performance Based Measurements. If a student has a course with a state assessment, the student must take the exam as part of the course to receive course credit.

**END OF COURSE (EOC)** **and Final Exams**

North Carolina has an End-of-Course test as the final exam for four high school courses:

Math I, Math III, Biology, and English II.

Beginning in the 2022-2023 school year, Currituck County High School implemented End-of-Course/Final Exam testing for all other core courses not already represented by an EOC. The district-wide end of course final exams were piloted Spring 2022. Starting Fall 2022, these local district-wide end of course final exam scores count as 20% of a student's final grade.

Students will take the End-of-Course and Final exams during the last five days of each semester.

**PRE-ACT**

Currituck County High School will administer this test to *all* 10th graders at no cost. This is a part of the new North Carolina accountability model for public schools and includes four tests of educational development: English, Mathematics, Science, and Reading, as well as an interest inventory that facilitates career and educational planning. To prepare for the ACT, North Carolina 10th graders will be administered the Pre-ACT test each October. Pre-ACT is a diagnostic assessment that indicates strengths and areas of need to provide a roadmap to success for North Carolina high school students. Pre-ACT offers a mid-point assessment of academic progress toward college and career readiness and is the most powerful predictor of performance on the ACT. It can be used for course placement, including dual enrollment and more rigorous courses. Pre-ACT also includes a career interest inventory and an educational/career plan component.

**WORKKEYS**

WorkKeys is an ACT assessment that is administered to all North Carolina Career and Technical Education Concentrators the year that they will graduate high school. CTE Concentrators are students who completed a career pathway program of study through their high school or Career and College Promise (dual enrollment) courses. The WorkKeys assessment measures employability skills that are critical to job success. These skills are essential to any occupation, skilled or professional, at any level of education and in any industry. CTE Concentrators participate in the following ACT WorkKeys assessments at their high school during the designated testing windows: Workplace Documents, Applied Mathematics, and Graphic Literacy.

Students will have two opportunities to test: once in fall, and once in spring. The list of students who are required to test is provided to the school by the NC Department of Public Instruction and the school is obligated to test all students as identified by NCDPI.

**ADDITIONAL/OPTIONAL TESTING**

**ASVAB (AGE 16)**

Students who have reached the age of 16 can also take the [ASVAB](https://www.officialasvab.com/) test during the year for possible military options. The Armed Services Vocational Aptitude Battery is the most widely used multiple-aptitude test battery in the world. The ASVAB provides career information for various civilian and military occupations and is an indicator for success in future endeavors whether you choose to go to college, vocational school, or a military career.

**PSAT – PRELIMINARY SCHOLASTIC ASSESSMENT TEST (GRADES 10-11)**

The PSAT combines multiple-choice type questions with a new writing section to measure verbal and mathematical reasoning abilities. It consists of five sections; two verbal, two mathematical, and one writing. The test measures the student’s ability to reason with facts and ideas rather than memorization and reciting facts. The PSAT is not a college admissions examination and will not pose any risk to students’ future college admission prospects. The PSAT is the qualifying examination for juniors who wish to compete for scholarships offered through the National Merit Scholarship Qualifying Test, National Achievement Program, and National Hispanic Scholars Program. See your school counselor for more information.

**SAT** **(GRADES 11-12)**

College bound Juniors and Seniors should take the SAT which contains two sections (Math and Critical Reading). The SAT focuses on critical thinking and problem-solving skills. A student should begin taking the test by the spring of their Junior year and may repeat the test several times to improve their score. Most colleges take the highest score in each section. The SAT is scored out of a scale of 1600. On each of the timed sections you will receive a score ranging between 200-800, 800 is the highest possible score. These three scores are added up to get your total score. It is recommended that the student complete Math II before taking the test. Students must register about six weeks in advance. Registration dates are available on the school counselor webpage. Students will need to register on-line at [www.collegeboard.com](http://www.collegeboard.com)

**SAT SUBJECT TESTS (GRADES 11-12)**

Subject tests measure students’ knowledge and skills in a particular subject and their ability to apply that knowledge. Tests are offered in many subjects. The test should be taken towards completion of a subject. Not all colleges require SAT II; generally, most competitive schools request that a student take a Math, English with writing, and sometimes a third test such as a Science or a Foreign language. Students should check test requirements with colleges in which they have interest. Students may register for up to three tests in one day. The tests are given on the same dates as SAT I tests.

**ADVANCED PLACEMENT (AP)**

**ADVANCED PLACEMENT COURSES (AP)**

The [College Board](https://ap.collegeboard.org/)’s Advanced Placement (AP) Program is an opportunity for students to pursue college-level studies while still in secondary school and to receive advanced placement, credit, or both in college. By challenging and stimulating students, the AP Program provides access to high quality education, accelerates learning, rewards achievement, and enhances both high school and college programs of study. Students can benefit from taking AP courses by learning a subject in greater depth, developing skills that will be critically important to successful study in college, and demonstrating to colleges their willingness to undertake a challenging course.

**FORMAT OF PROGRAM**

Advanced Placement courses present challenging, enriched content. Furthermore, they are designed to promote the independence and self-direction that is vital to success in later studies. There is an assumption that the students in the program are highly motivated and willing to engage in rigorous academic work. Students who are not committed to developing their academic abilities to the fullest, who have extended absences or who have commitments that cause them to be overextended will have difficulty achieving success in AP courses.

**ADVANTAGES OF PARTICIPATION**

* **Grade Point Average (GPA) -** Advanced Placement courses weigh 1 additional point towards weighted GPA to recognize the additional demands of these courses.
* **An Enhanced College Application**- Advanced Placement courses represent a school’s most rigorous offerings and participation in the course suggests to colleges that a student is willing to accept challenging and demanding academic work.
* **Opportunity for College Level Coursework**- This national program, sponsored by the College Board, allows the students to pursue college-level studies while still in high school. Students who successfully complete an AP course may earn college credit and/or advanced placement in many of the nation’s colleges and universities.
* **The Examinations**- The Educational Testing Service in Princeton, New Jersey develops the AP examinations for the College Board. Each May the exams are administered at Currituck County High School and other participating high schools throughout the United States. CCHS students qualify for an exam fee waiver. All exams include an essay or problem-solving section as well as multiple-choice questions. Most exams last approximately three hours.

**NORTH CAROLINA VIRTUAL PUBLIC SCHOOL (NCVPS)**

Currituck County High School cannot guarantee space for students in any online course. Online courses/classes must be completed by students within the dates of the semester in which the student takes the class. Currituck County High School offers courses through North Carolina Virtual Public School ([NCVPS](https://ncvps.org/)) that would otherwise be inaccessible for a variety of reasons, including lack of staffing, student enrollment, resources and funding. The number of students who can access NCVPS during the school day is limited due to restrictions on available funding and space. A complete list of specific course offerings is available from your school counselor. Below is information regarding the Virtual High School options:

* Course is taught completely on-line by a certified North Carolina teacher who is certified in the subject area being taught. Once the on-line course is completed, the student receives credit on his/her school transcript.
* Virtual classes are an additional means to provide a variety of instructional approaches to accommodate individual and schedule differences. NCVPS is working to ensure all courses meet the highest quality standards.
* Currituck County Schools pays a substantial fee for each student who participates in a VPS course. At this time, students are not charged a fee for participation, but some books or materials may be required by VPS (in some courses) that the student will be required to purchase.
* Interested students must be self-disciplined, an independent worker, and self-motivated.
* Students must follow CCS’s Acceptable Use Policy for computer access.
* In order to drop an on-line class, students must complete the Schedule Adjustment Request Form and meet one of the four stated conditions for dropping a course. This must meet expectations by the Virtual Public High School Program. Any cost penalties for dropping a course late will be assumed by the student.
* Students must attend the on-line class regularly. Visit www.ncvps.org for more information, available courses, and for course descriptions.



**DUAL ENROLLMENT AT COLLEGE OF THE ALBEMARLE (COA)**

Currituck County High School has partnered with College of the Albemarle ([COA](https://www.albemarle.edu/)) to offer Career and College Promise (CCP), a dual enrollment program to help high school students who want to accelerate completion of college certificates, diplomas, and associate degrees.  These programs can lead to college transfer or provide valuable job skills.

Eligible students must be:

1. Juniors or Seniors; or
2. Sophomores and Freshman identified as AIG in both math and reading *AND* must also pass the COA entry exam
3. Have a minimum unweighted GPA of 2.8.

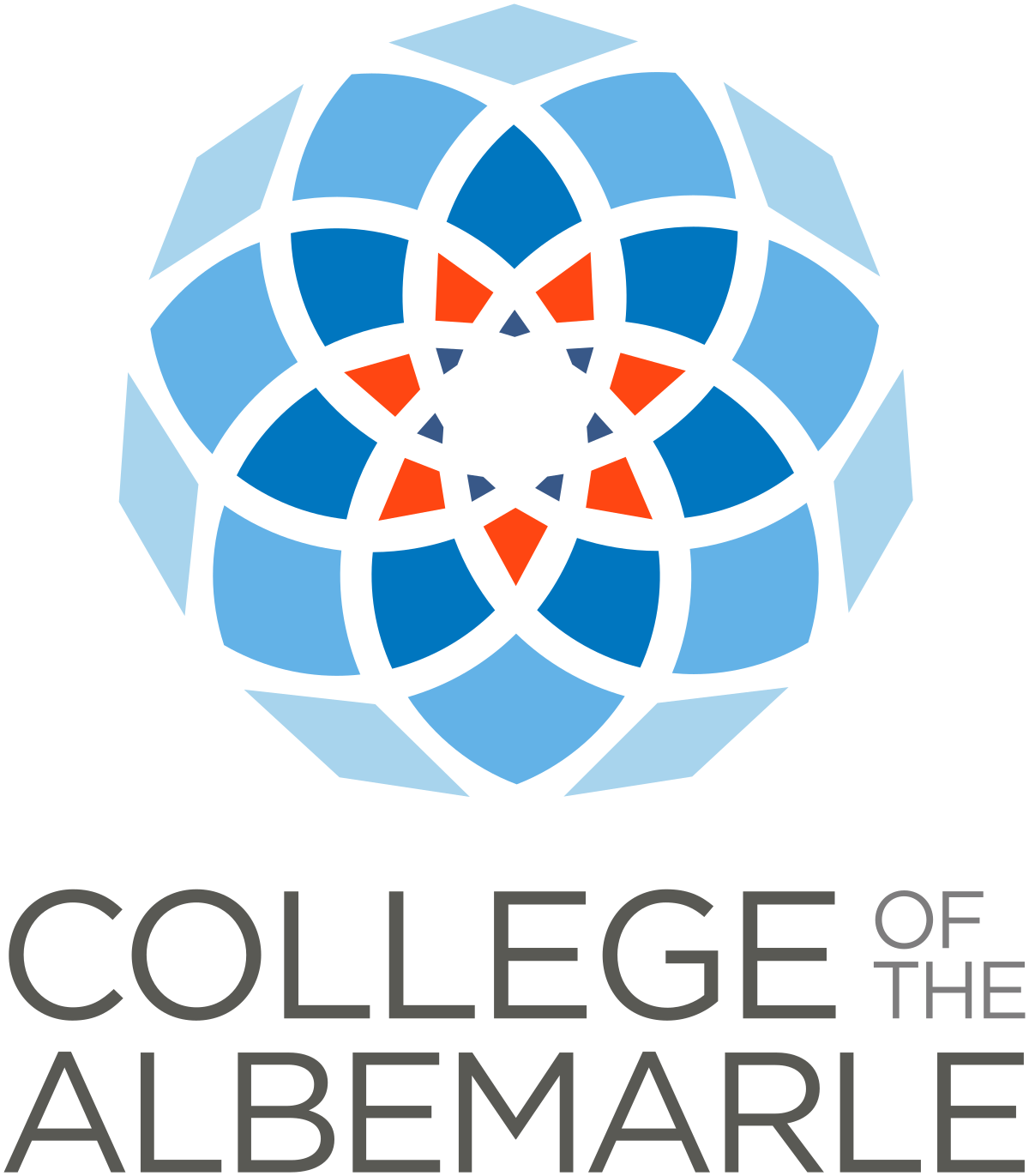
Students will need to notify their counselor that they are interested in CCP and go through the application process.  Once the student is accepted, and has satisfied necessary requirements, the student will then be able meet with their counselor to register for courses.  All registrations must be approved by the student’s counselor. Available courses are subject to COA course offerings.

Once a student has been accepted, the student will need to determine which pathway they would like to follow.  The pathway is based on what the student would like to pursue post-graduation and determines course eligibility.  Students may only take courses on their identified pathway.  Eligible pathways are:

1. Associate in Pre-Nursing
2. Associate in Arts in Teacher Preparation
3. Associate in Science in Teacher Preparation
4. Associate in Arts
5. Associate in Fine Arts in Visual Arts
6. Associate in Fine Arts in Theatre
7. Associate in Engineering
8. Associate in Science
9. Career & Technical Education Pathways

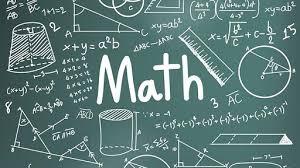
Students are subject to COA’s eligibility requirements, code of conduct, rules, and regulations while enrolled through CCP.

Please see your School Counselor if you have questions.

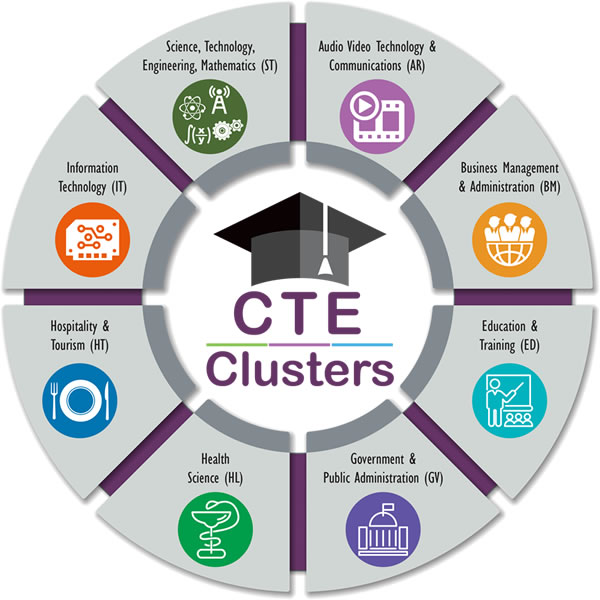
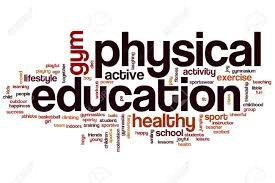


**Course Catalog 2025-2026**

**Currituck County High School**

**Course Descriptions**













**ENGLISH**

Required Courses: English I, English II, English III, English IV  
Honors level is available for all 4 English courses

**AP Language** may replace English III and **AP Literature** may replace English IV

**English I**

English I is the foundational humanities course offered at CCHS; it is one of four English credits necessary for graduation. The purpose of this course is to provide students with introductory skills necessary to be successful in subsequent English courses, as well as other subjects in which reading and writing are emphasized components. Students will read informational articles, speeches, memoirs, short fiction, and novels as they develop critical reasoning and mindful approaches to others’ works. Students will learn to look beyond the surface of written works and tease out layers of meaning from complex texts. To support this, English I focuses heavily on analytical writing in the form of formal essays, as well as other genres. Students will also produce original arguments, narratives, and poetry as they study language, its grammatical function, and its impact. This is a ***writing intensive*** course.

CREDIT: 1

PREREQUISITE: None

**Honors English 1**

Honors English I is the foundational humanities course offered at CCHS; it is one of four English credits necessary for graduation. This course is for highly motivated, self-starting students who are eager to engage in academic discussion of complex texts.  Students will read texts in print and digital formats in increasing complexity as they develop critical reasoning and mindful approaches to others’ works. Independence and curiosity are desired traits in students selecting to complete an Honors level English I course. This is a ***writing intensive*** course.

CREDIT: 1

PREREQUISITE: None

**English II (EOC Exam)**

EnglishII is a reading and writing intensive humanities course. For students to be college and career ready, they must read from a wide range of increasingly challenging literary and informational print and non-print texts with a focus on analysis of ideas and evidence and craft and structure. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. In addition, they must show a steadily growing ability to discern more from and make fuller use of texts which is a focus of the course. Students will be expected to write routinely in order to build knowledge and demonstrate understanding. The complete writing process -- prewriting, drafting, revising and editing -- is a focus of the English II course. Opportunities for writing argumentative, informative/explanatory and narrative compositions in multiple genres are intertwined throughout the semester.  Research skills including evaluation of sources are embedded throughout the units. Grammar and usage skills taught in previous grades will be reinforced and expanded.  Students will write for a variety of rhetorical purposes and audiences, using diction tailored for such variety. Students will be given ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others. (NC ELA Standard Course of Study).

CREDIT: 1

PREREQUISITE: English I or Honors English I

**Honors English II (EOC Exam)**

Honors English II is a reading and writing intensive humanities course for highly motivated, self-starting students who are eager to engage in academic discussion of complex texts. For students to be college and career ready, they must read for a variety of purposes from a wide range of increasingly challenging literary and informational texts with a focus on analysis of ideas and evidence, craft and structure, and language and rhetoric. Students should also acquire the habits of reading closely and independently as documented through a variety of annotation-styles for sustained periods of time. Students will be expected to write routinely in order to build knowledge and demonstrate understanding. The complete writing process -- prewriting, drafting, revising and editing -- is a focus of the English II course. Opportunities for writing argumentative, informative/explanatory and narrative compositions in a variety of genres are intertwined throughout the semester.  Embedded research skills including articulation of relevant research questions and evaluation of research sources including primary and secondary documents will prepare students to analyze and evaluate both print and non-print texts. Students will be given ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole or small group settings as well as with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

CREDIT: 1

PREREQUISITE: English I or Honors English I, Teacher Recommendation  
  
  
  
**English III**

English III includes both literature and writing components and is a ***writing intensive*** course intended to broaden students’ understanding of effective communications. Students will expand their writing skills to improve vocabulary and communication competency in critical analysis. Students will also demonstrate an understanding of appropriate Standard English conventions including the role of audience, tone, and purpose. Reading selections include poetry, essays, plays, short stories, and novels. Writing assignments include fully literary analysis essays and frequent responses to texts under study.

CREDIT: 1

PREREQUISITE: English II or Honors English II  
  
  
  
**Honors English III**

Honors English III includes both literature and writing components and is a ***writing intensive*** course intended to broaden students’ understanding of effective communications. This course, as with all Honors level courses, is for highly motivated, self-starting students who are eager to engage in academic discussion of complex texts. Students will expand their writing skills to improve vocabulary and communication competency in critical analysis. Students will also demonstrate an understanding of appropriate Standard English conventions including the role of audience, tone, and purpose. Reading selections include poetry, essays, plays, short stories, and novels. Writing assignments include fully documented argumentative essays, rhetorical analysis and the elements of literary criticism. Honors level courses focus on skill development for college. The coursework and grading policies in Honors English III reflect the course’s nature as a college-prep ELA course.

CREDIT: 1

PREREQUISITE: English II or Honors English II, Teacher Recommendation

**English IV**

English IV focuses on British literature and includes *Beowulf*, William Shakespeare’s works (sonnets & *Hamlet*) and concludes with Mary Shelley’s novel, *Frankenstein*. Students will expand their writing skills to improve vocabulary and communication competency in critical analysis. Students will also demonstrate an understanding of appropriate Standard English conventions including the role of audience, tone, and purpose. Students will write annotated bibliographies and an essay.  Students will read independently several novels as well as improve their reading level through exposure to multiple texts in print and digital formats.

CREDIT: 1

PREREQUISITE: English III or Honors English III

**Honors English IV**

English IV focuses on British literature and includes *Beowulf*, William Shakespeare’s works (sonnets & *Hamlet*) and concludes with Mary Shelley’s novel, *Frankenstein*. This course, as with all Honors level courses, is for highly motivated, self-starting students who are eager to engage in academic discussion of complex texts. Students will expand their writing skills to improve vocabulary and communication competency in critical analysis. Students will also demonstrate an understanding of appropriate Standard English conventions including the role of audience, tone, and purpose. Students will write annotated bibliographies and an essay.  Students will read independently several novels as well as improve their reading level through exposure to multiple texts in print and digital formats.

CREDIT: 1

PREREQUISITE: English III or Honors English III, Teacher Recommendation

**AP Language and Composition**

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, students read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods. AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum. While there are no firm prerequisite courses for AP English Language and Composition, students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences; successful completion of English II is generally expected. AP English Language and Composition is specifically designed to teach writing, analytical reading and writing skills and techniques valued by colleges across all majors and disciplines.

CREDIT: 1

PREREQUISITE: English II or Honors English II, Teacher Recommendation

OTHER NOTES: AP Language can take the place of English III

**AP Literature**

AP Literature and Composition is a class designed to be the equivalent of a college sophomore-level literature course that engages students in the careful reading and critical analysis of **imaginative** literature that emphasizes fiction, drama and poetry. Students read widely and critically, writing extensively for a variety of purposes that includes preparation for the AP Literature and Composition Exam. The pace is lively, and the expectations are high. The literary print and non-print texts for the course are designed to emphasize close readings and **re-readings**. To be successful, students must probe the works deeply and dig out meaning; students examine literature as a reflection of history, culture, and ideas, noting larger historical and philosophical contexts. Students compose regularly, using expository, analytical, creative and argumentative forms of writing. Students are expected to reflect and identify personal strengths and weaknesses in syntax, organization, coherence, and ratios of generalization to concrete detail. Students will use the steps of research to write and revise MLA-style compositions including ones based on multiple literary criticism lenses. Students must engage in regular reflection on reading and learning through writing, class discussion, and online discussion in order to be successful. Many of the texts are designed for mature readers who will be required to consider a variety of viewpoints and use analysis and insight to formulate evidence-based responses. Lively and respectful exchanges of ideas are a regular feature of this course. Students MUST be willing to engage in regular discussion as the staple of the course.

CREDIT: 1

PREREQUISITE: English III, Hon. English III, or AP Language and Composition, Teacher Recommendation

OTHER NOTES: AP Literature can take the place of English IV   
  
  
  
**AP Seminar**

AP Seminar is the first in a sequence of two courses - Seminar and Research - that equips students with independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges and universities. AP Seminar students will investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. AP Seminar students engage rigorous college-level curricula focused on the skills necessary for successful college completion. AP Seminar extends students' abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts. AP Seminar students learn to collect and analyze information with accuracy and precision. Seminar students will cultivate their abilities to craft, communicate, and defend evidence-based arguments. AP Seminar provides students the opportunity to practice disciplined and scholarly research skills while exploring relevant topics that appeal to individual interests and curiosities.

CREDIT: 1

PREREQUISITE: While there are no set prerequisites for AP Seminar or for the AP Capstone program; students should come to the course with proactive academic habits and self-motivation.

**AP Research**

AP Research is the second cornerstone course of the AP Capstone Diploma Program. Successful completion of the AP Seminar Course provided the essential skills necessary for exploration, research, and dialogue into a thematic contemporary issue. Students will utilize these transferable skills in designing and implementing a research program exploring a gap in the scholarly Body of Knowledge (BoK) in an area of personal interest. Emphasis will be upon a student selected/driven investigation whereby the student explores an area of personal interest and delves into research that includes understanding and evaluation multiple perspectives as well as a variety of sources in order to understand the topic and discover an area of need or elaboration within the academic field of their topic. From this juncture, students will refine research and topic into a research question with a discipline-based plan of research utilizing methods aligned with a research question. Collection, analysis/evaluation and coding of research will enable students to ascertain and discuss whether hypotheses regarding their research question are supported or unsupported by evidentiary materials and the future implications of their research upon the scholarly field. Students will utilize the QUEST Framework. It serves as the foundation to engage students in a recursive research process that emphasizes critical thinking.

QUEST Framework includes 5 Big Ideas:

*● Question and Explore: Challenge and expand the boundaries of your current knowledge*

*● Understand and Analyze: Contextualize arguments and comprehend author’s claims*

*● Evaluate Multiple Perspectives: Consider individual perspectives and the larger conversation*

*of varied points of view*

*● Synthesize Ideas: Combine knowledge, ideas and your own perspectives into an argument*

*● Team, Transform and Transmit: Collaborate, reflect, and communicate your argument in a*

*method suited to your audience*

Individual student Research will culminate in two performance-based task assessments: an

academic paper of 4000-5000 words and Presentation and Oral Defense (POD) of 15-20 min with

3-4 panelist questions.

CREDIT: 1

PREREQUISITE: AP Seminar

**Yearbook I-IV**

Yearbook is a **writing-intensive** course in which students will research, write articles, and take photographs for the school’s online newspaper. Students will learn interviewing techniques, non-fiction writing, journalism curriculum, English grammar, and editing skills useful in college and work-place writing. Yearbook teaches hands-on business skills, digital layout and design, problem-solving, and teamwork.

All students enrolled in this class will be expected to contribute articles for the newspaper as well as contribute to the completion of the yearbook. Students should be reliable and team-oriented. This course can be intense and demanding since yearbook submissions must meet deadlines for the publishing company. Students should also be aware that this course sometimes requires after-school commitments for coverage of sports, clubs, or other special occasions. Yearbook I-IV will all participate together in the learning process. Those students in Yearbook III and IV will have the opportunity to serve as editors for the school yearbook and, therefore, learn to master their leadership skills as well.

CREDIT: 1

PREREQUISITE: None



**MATHEMATICS**

**Required Courses:** Math 1, Math 2, Math 3, Math 4 (or equivalent depending on post-high school plans)

Honors level is available for Math 1-4

Students who wish to take higher level math can take AP PreCalculus, AP Calculus AB, and AP Statistics.

**Foundations of NC Math 1**

Foundations of NC Math 1 continues students’ study of algebra, building upon middle school topics. Emphasis is placed on order of operations, evaluating expressions, operations with rational numbers, solving linear equations and inequalities, linear functions, and exponential functions.

CREDIT: 1

PREREQUISITE: None

**NC Math 1 (EOC Exam)**

NC Math 1 provides students the opportunity to study traditional topics from algebra, geometry, functions and statistics by making connections between topics. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships. A problem-solving approach between these representations will be explored. NC Math 1 has an End-of-Course Exam with two sections: a calculator-active section and a calculator-inactive section.

CREDIT: 1

PREREQUISITE: None  
  
  
  
**Honors NC Math 1 (EOC Exam)**

Honors NC Math 1 provides students the opportunity to study traditional topics from algebra, geometry, functions, and statistics by making connections between topics. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships. Honors NC Math 1 will extend these connections and relationships through increased problem-solving opportunities. Honors NC Math 1 has an End-of-Course Exam with two sections: a calculator-active section and a calculator-inactive section. The Honors level includes extensions with linear functions and linear modeling situations.

CREDIT: 1

PREREQUISITE: Level 5 on 8th grade Math EOC or Teacher recommendation.

**Foundations of NC Math 2**

Foundations of NC Math 2 is a class designed for students who have earned an NC Math 1 credit, but may require additional support to master skills necessary for success in Math 2. Foundations of Math 2 will allow students to develop an understanding of geometry, functions, quadratics, algebraic representation, and the development of problem-solving skills. Students will take Math 2 the following semester.

CREDIT: 1

PREREQUISITE: Math 1

**NC Math 2**

NC Math 2 builds upon multiple concepts learned and reinforced in NC Math 1. Students will add to their knowledge base of linear functions initially to study how quadratic functions behave. A thorough comparison of linear and quadratic function behavior will serve as the basis for introducing polynomial, rational, radical, logarithmic, and trigonometric functions. Modeling real-world data with these functions will help students understand how different function types model certain patterns specifically. Systems of equations and inequalities with these function types will help students grasp the idea of real-world limitations. Coordinate-plane transformations of major geometric shapes will lead to a study of triangle properties, followed by an introduction to trigonometric ratios and their associated functions. Students will also discuss probability and conditional probabilities.

CREDIT: 1

PREREQUISITE: NC Math 1  
  
  
**Honors NC Math 2**

Honors NC Math 2 builds upon multiple concepts learned and reinforced in NC Math 1. Students will add to their knowledge base of linear functions initially to study how quadratic functions behave. A thorough comparison of linear and quadratic function behavior will serve as the basis for introducing polynomial, rational, radical, logarithmic, and trigonometric functions. Modeling real-world data with these functions will help students understand how different function types model certain patterns specifically. Systems of equations and inequalities with these function types will help students grasp the idea of real-world limitations. Honors NC Math 2 will emphasize the importance of context in comparisons made and patterns observed. Coordinate-plane transformations of major geometric shapes will lead to a study of triangle properties, followed by an introduction to trigonometric ratios and their associated functions. Students will also discuss probability and conditional probabilities.

CREDIT: 1

PREREQUISITE: Honors NC Math 1, level 5 on Math 1 EOC, and/or teacher recommendation

**NC Math 3 (EOC Exam)**

NC Math 3 progresses from the standards learned in NC Math 1 and NC Math 2. In addition to these standards, NC Math 3 extends to include algebraic concepts such as: exponential functions, logarithmic functions, inverse functions, rational functions, polynomial functions, domain and range and restrictions on a variable, trigonometric functions and the unit circle.NC Math 3 also includes the geometric concepts of volume, the relationship between two-dimensional and three-dimensional shapes, and properties of circles. Recognizing the importance of randomization and data gathering to draw conclusions is studied during a unit about statistics. NC Math 3 has an End-of-Course Exam.

CREDIT: 1

PREREQUISITE: NC Math 2  
  
  
  
**Honors NC Math 3 (EOC Exam)**

Honors NC Math 3 progresses from the standards learned in NC Math 1 and NC Math 2. In addition to these standards, Honors NC Math 3 extends to include algebraic concepts such as: exponential functions, logarithmic functions, inverse functions, rational functions, polynomial functions, domain and range and restrictions on a variable, trigonometric functions, and the unit circle. Honors NC Math 3 emphasizes critical thinking skills necessary for success in accelerated mathematics courses. Other topics include determining the volume of solids and properties of circles. Recognizing the importance of randomization and data gathering to draw conclusions is studied during a unit about statistics. Honors NC Math 3 has an End-of-Course exam.

CREDIT: 1

PREREQUISITE: Honors NC Math 2, and/or teacher recommendation

**NC Math 4**

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

CREDIT: 1

PREREQUISITE: NC Math 3

**Honors NC Math 4**

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

CREDIT: 1

PREREQUISITE: Honors NC Math 3, level 5 on Math 3 EOC, and/or teacher recommendation

**AP Precalculus**

AP Precalculus students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations.

CREDIT: 1

PREREQUISITE: NC Math 3, Teacher Recommendation

**AP Statistics**

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

CREDIT: 1

PREREQUISITE: NC Math 3, Teacher Recommendation

**AP Calculus AB**

AP Calculus AB focuses on students’ understanding of calculus concepts and provides experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), the course becomes a cohesive whole, rather than a collection of unrelated topics. The course requires students to use definitions and theorems to build arguments and justify conclusions.

The course features a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Technology will be used regularly to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

CREDIT: 1

PREREQUISITE: AP Pre-Calculus or an equivalent course, Teacher Recommendation



**SCIENCE**

**Required Courses**: Earth/Environmental Science, Biology, and a physical science (can be physical science, chemistry or physics), for a total of 3 credits

Honors level is available for Earth Science, Biology & Chemistry

AP is available for Biology, Chemistry, and Earth Science

**Earth and Environmental Science**

This course is required for graduation. It covers astronomy, geology, oceanography, meteorology, and the human effect on the earth.  Earth/Environmental Science focuses on the function of the earth’s systems. Emphasis is placed on matter, energy, crystal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material. Laboratory experiences are integral parts of the course. This course meets the Earth/Environmental Science graduation requirement.

CREDIT: 1

PREREQUISITE: None  
  
  
  
**Honors Earth and Environmental Science**

Honors Earth/Environmental Science is a rigorous curriculum designed to allow highly motivated students to conduct an in-depth study of the Earth and Environmental Sciences. In Honors Earth/Environmental Science students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. In order to develop a greater understanding of the processes that shape our everyday lives, the curriculum will integrate inquiry investigations and a variety of technologies with the study of earth as a system. The impacts of human activities on earth systems will also be a focus. The results of student investigations should be communicated through presentations and formal laboratory reports. Enrichment and integration with other disciplines is encouraged. Extended objectives beyond the Standard Course of Study for the Earth/Environmental Science Course are included in Honors Earth/Environmental Science.

CREDIT: 1

PREREQUISITE: Level 3 or higher on Science EOG and/or teacher recommendation

**AP Environmental Science**

AP Environmental Science explores and investigates the interrelationships of the natural world and analyzes environmental problems, both natural and human-made. Students will take part in laboratory investigations and field work. They will also learn how to explain environmental concepts and processes, apply quantitative methods in solving problems, analyze a research study to identify a hypothesis, analyze data, visual representations, and writing, and propose a solution for an environmental problem and supporting ideas with evidence.   
CREDIT: 1   
PREREQUISITE: Teacher Recommendation

**Biology (EOC Exam)**

This course is required for graduation. Biology is designed to continue student investigations of the biological sciences. High school inquiry is expanded to include more abstract concepts such as the function of DNA, biological evolution, and the interdependence of organisms. The curriculum also includes the cell, the molecular basis of heredity, biological evolution, matter, energy, and organization in living systems, and the behavior of organisms. Students are required to take the North Carolina End-of-Course Test in Biology.  
CREDIT: 1  
PREREQUISITE: None

**Honors Biology (EOC Exam)**

Honors Biology is designed to give the student a more challenging and in-depth experience of the North Carolina Standard Course of Study in Biology. The unifying principles that define this course are structures and functions of living organisms, ecosystems, genetics, evolution, and molecular biology. Students will complete a variety of laboratory investigations that coincide with the essential standards to assist in developing stronger analytical and problem-solving skills. Students are required to take the North Carolina End-of-Course Test in Biology.  
CREDIT: 1  
PREREQUISITE: Teacher Recommendation

**AP Biology**

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

CREDIT: 1

PREREQUISITE: Teacher Recommendation  
  
  
  
**Physical Science**

This course is a quantitative study of matter and energy and their interactions. The course includes the study of the scientific method, matter in motion, energy in motion, the nature of matter, and the changes in matter. Students will be responsible for conducting laboratory activities and will need to be able to use mathematical formulas and equations to solve problems.  
COURSE NOTE: The course requires the use of math-based principles.  
CREDIT: 1  
PREREQUISITE: None

**Chemistry**

Chemistry can fulfill the Physical Science requirement for graduation. This course will provide an investigation of the properties of and changes in materials. Some of the topics covered include matter and energy, atomic energy, carbon, and chemical reactions.  
COURSE NOTE: Recommended completion of or be currently enrolled in Math 2  
CREDIT: 1  
PREREQUISITE: None

**Honors Chemistry**

Honors Chemistry is an accelerated comprehensive laboratory course designed to give the students a more conceptual and in depth understanding of the concepts in the North Carolina Standard Course of Study in Chemistry. In Honors Chemistry students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. The course will include the additional honors objectives and an in-depth study of at least two of the listed enrichment topics. Honors Chemistry is intended to be a tenth or eleventh grade course for students accelerated in mathematics. Success in Honors Chemistry will require the student to: 1) operate with algebraic expressions to solve problems using direct, inverse, combined and joint variation, 2) use logarithms and exponents to solve problems, and 3) describe graphically, algebraically and verbally real-world phenomena as functions and identify the independent and dependent variables. Enrichment topics: In-depth study of at least two of the following eight enrichment topics is required in addition to extended objectives beyond the Standard Course of Study Chemistry: Crystal Structure, Environmental Chemistry, Organic Chemistry, Nuclear Medicine, Textile Chemicals, Polymers, Forensics and Chemistry of Computers.  
  
COURSE NOTE: Recommended completion of or be currently enrolled in Math 2.  
CREDIT: 1  
PREREQUISITE: Teacher Recommendation

**AP Chemistry**

This course, along with Advanced Chemistry, makes up AP Chemistry, which is designed as a first-year college chemistry course. The course will continue to cover in-depth the structure of matter, the states of matter, reactions, descriptive chemistry, and higher-level laboratory skills. College credit may be obtained if a student scores a 3 or above in the Advanced Placement (AP) Exam that is required in the spring. (AP college credit is offered at the discretion of the individual college.)

CREDIT: 1

PREREQUISITE: None



**SOCIAL STUDIES**

**Required Courses:** World History, Founding Principles of the United States of America and North Carolina: Civics Literacy, American History, Personal Finance and Economics.

Honors level is available for these courses.

AP U.S. Government and Politics can replace Founding Principles of the United States of America and North Carolina: Civics Literacy

AP U.S. History can replace American History.

**World History: Global Issues and Patterns since 1200**

World History: Global Issues and Patterns since 1200- 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.

CREDIT: 1

PREREQUISITE: None

**Honors World History: Global Issues and Patterns since 1200**

The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. 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.

CREDIT: 1

PREREQUISITE: teacher recommendation

**Founding Principles of the United States of America and North Carolina: Civics Literacy**

Civics Literacy is the study and understanding of citizenship and government. 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.

CREDIT: 1

PREREQUISITE: None

**Honors Founding Principles of the United States of America and North Carolina: Civics Literacy**

The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. This honors course is designed to challenge students. Literacy is the study and understanding of citizenship and government. 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.

CREDIT: 1

PREREQUISITE: teacher recommendation

**American History**

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. This course is designed to be a survey of American History. Students in this course will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past.

CREDIT: 1

PREREQUISITE: None

**Honors American History**

The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. This honors course is designed to challenge students. 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. This course is designed to be a survey of American History. Students in this course will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past.

CREDIT: 1

PREREQUISITE: Teacher recommendation

**AP U.S. History**

This course examines critical issues in American history from the Colonial Era to the present such as race relations, ethnic tensions, conflict (both domestic and foreign), management-worker relations, the role of government in the economy and the lives of its citizens, and the meaning of democracy. Students are expected to analyze and critically review a variety of materials including texts, print and non- print primary sources, and interpretive readings. Emphasis is placed on developing writing and rhetoric skills. Students will take the AP exam in May and may receive college credit by achieving a score of 3 or higher.

CREDIT: 1

PREREQUISITE: Teacher Recommendation

OTHER NOTES: AP US History can take the place of American History

**Economics and Personal Finance**

The EPF course is designed to support the development of students who understand economic decisions, use money wisely, understand education and career choices, and understand how to be a financially responsible citizen. Instructions regarding economic principles and financial literacy shall include the true cost of debt, choosing and managing a credit card, borrowing money for an automobile or other large purchase, home mortgages, credit scoring and credit reports, and planning and paying for postsecondary education. Students should be provided with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society.

CREDIT: 1

PREREQUISITE: None

**Honors Economics and Personal Finance**

The purpose of honors courses is to provide the opportunity for advanced work, promote rigorous academic study, practical application, and transfer of knowledge and skills. Honors courses offer challenging, higher level course work for students who aspire to an advanced level of learning. Honors courses are designed for those students who have consistently demonstrated an advanced level of interest, learning and achievement in a given subject area. This honors course is designed to challenge students.

The EPF course is designed to support the development of students who understand economic decisions, use money wisely, understand education and career choices, and understand how to be a financially responsible citizen. Instruction regarding economic principles and financial literacy shall include the true cost of debt, choosing and managing a credit card, borrowing money for an automobile or other large purchase, home mortgages, credit scoring and credit reports, and planning and paying for postsecondary education. Students should be provided with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society.

CREDIT: 1  
PREREQUISITE: Teacher Recommendation

**AP U.S. Government and Politics**

AP U.S. Government and Politics is a college-level year-long course that not only seeks to prepare students for success on the AP Exam in May, but also provides students with the political knowledge and reasoning processes to participate meaningfully and thoughtfully in discussions and debates that are currently shaping American politics and society. It is important to note that this course is not a history course; it is a political science course that studies the interconnectedness of the different parts of the American political system and the behaviors and attitudes that shape this system and are the byproduct of this system.

AP U.S. Government and Politics accomplishes these goals by framing the acquisition of political knowledge around enduring understandings and big ideas about American government and politics that can be applied to a set of disciplinary practices through the use of a set of reasoning processes. Through the development of this set of political knowledge, disciplinary practices, and reasoning processes, by the end of the course, students will be able to analyze current and historical political events like a political scientist and develop factually accurate, well-reasoned, thoughtful arguments and opinions that acknowledge and grapple with alternative political perspectives.

CREDIT: 1

PREREQUISITE: Teacher Recommendation

OTHER NOTES: AP Government can take the place of Civics



**PHYSICAL EDUCATION**

**Health and Physical Education**

**The completion of Health and Physical Education is a North Carolina high school graduation requirement**. The course consists of the required high school healthful living essential standards and clarifying objectives approved by the North Carolina State Board of Education and required by the North Carolina Department of Public Instruction. After completing Health and Physical Education students are encouraged to pursue other Physical Education Electives. Physical education components include the progressive development of motor skills and movement concepts along with learning opportunities that promote health related fitness and personal/social responsibility. Health components include analyzing the relation between nutrition and physical activity, understanding the importance and consumer health, learning solid decision-making to prevent use of alcohol, tobacco, and other drugs. Opportunities to practice solid decision making and conflict resolution strategies are provided to assist students in development of healthy mental and emotional health through productive interpersonal communication and development of relationships. **Gym uniform will cost $10.00**.

CREDIT: 1

PREREQUISITE: None

**Team Sports**

This course is designed to include the development of general personal fitness, and active participation in team sports such as basketball, soccer, flag football, volleyball, and softball. Activities are equally divided within the total weeks of instruction. This course includes the history, rules, and terminology with an emphasis in skill development, officiating, game strategies, and leadership. **Gym uniform will cost $10.00**.

CREDIT: 1

PREREQUISITE: Health and Physical Education

**Weight Training 1-5**

This course is designed for the novice and advanced weight-training student. It involves proper techniques of weight training and cardiovascular conditioning, safety precautions, and injury prevention. The major focuses are general muscle toning and achieving total fitness, as well as bringing students to the next level of functional strength and achieving total fitness. The development of a personal fitness program is a part of this course, and given customized routines to make maximum gains. **Gym uniform will cost $10.00**.

CREDIT: 1

PREREQUISITE: Health and Physical Education, previous level of Weight Training to advance to the next level.

**Unified Sports**

The Unified Sports class will bring together students with and without intellectual disabilities through education and sports to create an environment that promotes lifetime fitness, acceptance, and respect. General education students will serve as “buddies” and coaches for various local Special Olympics events.

CREDIT: 1   
PREREQUISITE: Health and Physical Education

**Sports Medicine 1**

This course provides high school students with a general overview of athletic training, sports medicine and its history. Topics include the athletic trainer and sports medicine team, health care administration, legal concern, sports nutrition and psychology, blood borne pathogens and skin disorders, training and conditioning techniques, environmental considerations, mechanisms and characteristics of sports trauma, acute care and emergency procedures, and basic evaluation of athletic injuries.

CREDIT: 1

PREREQUISITE: Health and Physical Education

**Sports Medicine II, III or IV**

Sports Medicine II/III/IV is an independent study course that provides a global exploration of fundamental injury rehabilitation topics facing students today. These courses can only be taught by a nationally certified athletic trainer. These courses require after school obligations with the certified athletic trainer. The course provides a more in-depth overview of anatomy and physiology and deeply explores the injury rehabilitation process including full understanding of tissue healing and modalities. In addition, the student will demonstrate how both of these and the required components of a complete rehabilitation plan are taken into account while addressing specific injuries and conditions. Small student learning groups will learn economic management skills in creating an athletic training room supply list that will require adherence to a budget and being creative in money-saving strategies.

Sports Medicine III and IV are considered honors level courses.

The first quarter grade is solely dependent on the number of observation hours obtained. Students need **at least half** of the total to get a 100% for that quarter. Students need **all hours** completed by the end of the semester to get a 100% for the final grade. **No exceptions**, the grade only comes from observation hours.

CREDIT: 1

PREREQUISITE: Previous level of Sports Medicine, Teacher Recommendation Required

REQUIREMENTS: **85% observation hours AT LEAST completed to move on to the next course level**

Sports Medicine II students must obtain a total of 25 observation hours  
Sports Medicine III students must obtain a total of 35 observation hours

Sports Medicine IV students must obtain a total of 45 observation hours

**TEACHER CADET TRAINING**

**Teacher Leadership Training (Honors)**

Teacher Leadership is implemented in cooperation with public school districts in North Carolina.

Offered as an honors course, the course curriculum is geared toward high school juniors and seniors in North Carolina’s public school system. Employing a “Grow Our Own” philosophy, the course develops future educators at the point in their lives when they are actively exploring career choices.

Using a curriculum involving hands-on teaching methods and field experiences, the program is a structured course of study that gives students a positive and realistic view of the educational profession. Most importantly the program encourages high school students to attend college and to eventually teach in North Carolina public schools.

Level II of this course is an Internship. If you are interested in Internship opportunities in teaching, please discuss with your counselor during registration.

CREDIT: 1   
PREREQUISITE: Must be a junior or senior



**FINE ARTS**

**CHORUS**

**Vocal Music I (Fall Semester)**

Students will be engaged in activities that promote musical literacy, musical response and contextual relevance. This course will include fundamental vocal practices and technique as well as sight reading level 1-2. An end of semester concert will be required for completion of this course. In the event we are in a time of remote only learning, a final project may be substituted for a final concert.

**Methodology: students will…**

* Apply the elements of music and musical techniques in order to sing music with accuracy and expression.
* Interpret the sound and symbol systems of music.
* Create music using a variety of sound and notational sources.
* Understand the interacting elements to respond to music and music performances.
* Understand global, interdisciplinary, and 21st century connections with music.

CREDIT: 1

PREREQUISITE: None

**Vocal Music II (Fall Semester)**

Students will be engaged in activities that promote musical literacy, musical response and contextual relevance. This course will expand upon proper vocal practices and technique as well as basic vocal anatomy, vocal wellness, and sight-reading levels 2 - 4. An end of semester concert will be required for completion of this course. In the event we are in a time of remote only learning, a final project may be substituted for a final concert. This level course may also require additional community-based performances as assigned. These performances will be mandatory unless otherwise stated. A prerequisite of Beginning level is required to take this course.

**Methodology: students will…**

* Apply the elements of music and musical techniques in order to sing music with accuracy and expression.
* Interpret the sound and symbol systems of music.
* Create music using a variety of sound and notational sources.
* Understand the interacting elements to respond to music and music performances.
* Understand global, interdisciplinary, and 21st century connections with music.

CREDIT: 1

PREREQUISITE: Vocal Music I

**Vocal Music III and IV Honors (Fall Semester)**

Students will be engaged in activities that promote musical literacy, musical response, and contextual relevance. This course will expand upon proper vocal practices and technique as well as advanced vocal anatomy, vocal wellness, and sight-reading levels 3 - 5. An end of semester concert will be required for completion of this course. In the event we are in a time of remote only learning, a final project may be substituted for a final concert. This level course may also require additional community-based performances as assigned. These performances will be mandatory unless otherwise stated. A prerequisite of the following levels are required to take this course: Beginning and Intermediate. Proficient must be taken before Advanced.

**Methodology: students will…**

* Apply the elements of music and musical techniques in order to sing music with accuracy and expression.
* Interpret the sound and symbol systems of music.
* Create music using a variety of sound and notational sources.
* Understand the interacting elements to respond to music and music performances.
* Understand global, interdisciplinary, and 21st century connections with music.

CREDIT: 1

PREREQUISITE: Previous level of Vocal Music  
  
  
  
**Concert Vocal I (Spring Semester)**

Students will be engaged in activities that promote musical literacy, musical response and contextual relevance. This course will include fundamental vocal practices and technique as well as sight reading level 1-2. An end of semester concert will be required for completion of this course. In the event we are in a time of remote only learning, a final project may be substituted for a final concert.

**Methodology: students will…**

* Apply the elements of music and musical techniques in order to sing music with accuracy and expression.
* Interpret the sound and symbol systems of music.
* Create music using a variety of sound and notational sources.
* Understand the interacting elements to respond to music and music performances.
* Understand global, interdisciplinary, and 21st century connections with music.

CREDIT: 1

PREREQUISITE: None

**Concert Vocal II (Spring Semester)**

Students will be engaged in activities that promote musical literacy, musical response and contextual relevance. This course will expand upon proper vocal practices and technique as well as basic vocal anatomy, vocal wellness, and sight-reading levels 2 - 4. An end of semester concert will be required for completion of this course. In the event we are in a time of remote only learning, a final project may be substituted for a final concert. This level course may also require additional community-based performances as assigned. These performances will be mandatory unless otherwise stated. A prerequisite of Beginning level is required to take this course.

**Methodology: students will…**

* Apply the elements of music and musical techniques in order to sing music with accuracy and expression.
* Interpret the sound and symbol systems of music.
* Create music using a variety of sound and notational sources.
* Understand the interacting elements to respond to music and music performances.
* Understand global, interdisciplinary, and 21st century connections with music.

CREDIT: 1

PREREQUISITE: Concert Vocal I

**Concert Vocal III/IV Honors (Spring Semester)**

Students will be engaged in activities that promote musical literacy, musical response and contextual relevance. This course will expand upon proper vocal practices and technique as well as advanced vocal anatomy, vocal wellness, and sight-reading levels 3 - 5. An end of semester concert will be required for completion of this course. In the event we are in a time of remote only learning, a final project may be substituted for a final concert. This level course may also require additional community-based performances as assigned. These performances will be mandatory unless otherwise stated. A prerequisite of the following levels are required to take this course: Beginning and Intermediate. Level III must be taken before Level IV.

**Methodology: students will…**

* Apply the elements of music and musical techniques in order to sing music with accuracy and expression.
* Interpret the sound and symbol systems of music.
* Create music using a variety of sound and notational sources.
* Understand the interacting elements to respond to music and music performances.
* Understand global, interdisciplinary, and 21st century connections with music.

CREDIT: 1

PREREQUISITE: Previous level of Concert Vocal

**BAND**

**Jazz Ensemble I-IV (Year Long)**

Jazz band is a year-long course that happens before the school day (7:35AM-8:45AM). This course requires a before school student obligation. We will study the great jazz musicians and the standards that they wrote. We will study and play many different types of scales and we will of course learn music theory and how it applies to jazz music. Jazz band has a very strict instrumentation so send the director an email if you are interested in joining this ensemble.

Levels III and IV are honors level.

CREDIT: 1

PREREQUISITE: Band within the last year, previous level of Jazz Band, teacher recommendation  
  
**Concert Band I-IV**

In concert band we will focus on the fundamentals of playing as an individual as well as in an ensemble. We will learn basic music theory through the practice of scales, technical exercises and the occasional lecture. Students who take this class are required to own concert attire which can be purchased from the school. Students will be required to attend concerts that we will perform throughout the semester. Dates for concerts will be announced in the first week of the semester. To take Concert Band, students must have taken a band class the previous year. Students will need to have a pencil, a binder, concert attire (purchased from school), and an instrument (CCHS has some instruments that can be loaned out).

Levels III and IV are honors level

CREDIT: 1

PREREQUISITE: Band within the last year, previous level of Concert Band

**Wind Ensemble I-IV**

In the wind ensemble we will focus on studying and playing advanced band literature. We will learn some advanced music theory through the practice of scales, technical exercises and the occasional lecture. Students who take this class are required to own concert attire which can be purchased from the school. Students will be required to attend concerts that we will perform throughout the semester. Dates for concerts will be announced in the first week of the semester. To take Wind Ensemble, students must have taken and passed a band class the previous year. Students will need to have a pencil, a binder, concert attire (purchased from school), and an instrument (CCHS has some instruments that can be loaned out).

Levels III and IV are honors level

CREDIT: 1

PREREQUISITE: Band within the last year, previous level of Wind Ensemble

**Marching Band I-IV (Fall Semester)**

In marching band, we focus on putting together a field show which we will take to competitions around the state. We start the season off with a pre-season band camp that occurs in the summer before the school year starts where we work on all of our fundamentals including marching, breathing, posture, and we start to learn a little bit of drill. We also prepare stands tunes for football games as well as the pregame playing of the national anthem. To take marching band, students must have taken a band class within the last year. **There is a fee to cover the cost of travel and other expenses that must be paid to participate**. If you need help with the fee, send the band director an email and we will see what we can do. After-school practices are required during football season.

Levels III and IV are honors level

CREDIT: 1

PREREQUISITE: Band within the last year

**VISUAL ARTS**

**Visual Arts I**

Designed as a first level studio course with emphasis upon the acquisition and application of Visual Literacy, concepts/skills associated with media/processes, and critical analysis, evaluation, and reflection. Visual Arts Beginning will explore the creative process through 2-D and 3-D media such as, pencil, pen, charcoal, pastel, watercolor paint, acrylic, found object sculpture, origami and mixed media. Students will utilize a Multicultural approach to explore Art History, Aesthetic Discourse, Art Criticism, and Art as a vocation/profession to make Universal connections between Visual Arts and our Global Community. **Course Materials cost: $10.00**

CREDIT: 1

PREREQUISITE: None

**Visual Arts II**

Designed as a continuation in the Visual Arts Pathway, Visual Arts Intermediate will continue to explore our Global Community & Visual Arts by focusing upon Visual Literacy, Art History, Aesthetic Discourse, Art Criticism, Art as a vocation/profession, and Human Anatomy. Emphasis will be upon acquisition of and application of skills/concepts addressed in the Essential standards and the development of creative processes via 3-D media and 2-D media. Students will continue to develop the critical thinking and planning skills essential in creating art. **Course Materials will cost $10.00**

CREDIT: 1

PREREQUISITE: Visual Arts I

**Visual Arts III Honors**

Course Description: Honors level Visual Arts III will provide serious art students with the opportunity to further their knowledge, critical thinking skills, techniques and exploration of art as creative outlet, avocation and profession in a local, national and Global context. Students will be required to work at a high level of experiential and exploratory learning strategies. Emphasis will be upon acquiring the skills and concepts addressed in the NC Essential standards for Visual Arts and application of said skills and concepts in a portfolio of artworks. Students will participate in self-motivated and teacher motivated art experiences in the traditional classroom and out of the traditional classroom. Accumulation of resources and equipment necessary for creating artworks outside of the classroom environment will be a necessary part of the course requirements. **Course materials will cost $10.00 minimum.**

CREDIT: 1

PREREQUISITE: Visual Arts II

**Visual Arts IV Honors**

Honors level Visual Arts IV will provide serious art students with the opportunity to further their exploration of art as a vocation and/or profession. Students will be required to work at a high level of experiential and exploratory learning strategies. Emphasis will be upon acquiring the skills and concepts addressed in the NC Essential standards for Visual Arts and application of said skills and concepts in an individual series of works that exemplifies a sustained investigation of an idea, concept and/or medium/technique. Course will culminate in a 20-artwork portfolio for teacher panel review and exhibition. Participation in self-motivated art experiences in the traditional classroom and out of the traditional classroom will be essential to the learning experience. Accumulation of resources and equipment necessary for creating artworks outside of the classroom environment will be a necessary part of the course requirements.

**Course materials costs are driven by individual artist need but usually start at $20.**

CREDIT: 1

PREREQUISITE: Visual Arts III

**AP Studio: 2-D, 3-D or Drawing**

Advanced Placement College Board Arts Courses in 2-D design, 3-D design, Drawing and Art History. Students must exhibit a high level of independence and motivation to navigate AP courses. In depth exploration via sketchbooks, portfolio works, gallery and museum outreach, Design concepts, Visual literacy, Analysis/Evaluation/Reflection and Contextual connections between artists/culture/works. Students are required to commit a significant amount of time outside class to complete the course. **Course materials costs are driven by individual artist needs but usually start at $20.**

CREDIT: 1

PREREQUISITE: Art Teacher Recommendation

**Professional Crafts I-IV**

Professional Crafts Program including Metalsmithing and Fiber Arts. Students who elect to take this course will learn the fundamentals of design as well as the basic techniques associated with working in each craft area. Emphasis will be upon exploring the rich and diverse cultural heritage of Global Professional Crafts. Course components include: Visual Literacy, Contextual Connections and Critical Analysis/Evaluation/Reflection. As students advance through the course sequence, they will develop a final portfolio for teacher/panel review.

**Course cost is estimated at $35.00 each.**

CREDIT: 1

PREREQUISITE: none, previous level of Crafts to advance **Ceramics I-IV**

This course is designed to introduce students to the media/processes associated with Ceramics. Hand building and sculptural processes will enable students to master the techniques/concepts addressed in NC Essential Standards. In addition, emphasis will be upon making Multicultural connections between Ceramics and our Global Community. As students advance through the course sequence, they will develop a final portfolio for teacher/panel review.

**Course cost is estimated at $25.00 each.**

Levels III and IV are honors level.

CREDIT: 1

PREREQUISITE: Visual Arts I, previous level of Ceramics

**Photography I-IV**

Students will explore the media/processes associated with Analog and Digital Photography. Students will take a Global approach to exploring Photography as a Documentary and Fine Art medium that captures ideas, moments, people, and places all over our world. Emphasis will be upon mastery of NC Essential Standards for Visual Arts including Visual Literacy, Contextual Connections and Critical Analysis, Evaluation and Reflection. As students advance through the course sequence, they will develop a final portfolio for teacher/panel review.

**Course cost is estimated at $60.00 each.**

Levels III and IV are honors level

CREDIT: 1

PREREQUISITE: Visual Arts I

**THEATRE**

**Theatre I: Introduction to Theatre**

In this course, students will learn the basics of theatre: moving on stage, developing a character, pantomime, lighting, and acting. Students will also learn the origins of theatre: Greek, Medieval, Renaissance, Elizabethan, and what theatre looks like today.

Credit: 1

PREREQUISITE: None

**Theatre II: Creation & Design**

In this course, students will deepen their knowledge of theatre. The emphasis will be on understanding theatrical works and designing elements of a theatrical work. Topics covered include costume and makeup design, lighting design, character motivation, effective physicalizing, and writing of monologues and sketches based on literary works and characters. Students will study 19th century theatre, Naturalism & Realism. The semester will often culminate with production of a play/scenes.

Credit: 1

PREREQUISITE: Theatre I

**Theatre III Honors: Performance & Technique**

In this course, students will concentrate on performance techniques, exploring acting theory through primarily the Stanislavski approach. Students will assume key roles in the semester’s production. In-depth directing challenges will be addressed. Historical studies include Expressionism, Absurdism, and Epic Theatre. This class features a heavy focus on theatrical performance rather than management and design. This semester will often culminate with a production of a play/scenes.

Credit: 1

PREREQUISITE: Theatre II

**Theatre IV Honors: Production**

In this course, students will deepen their knowledge of acting techniques, explore more of the masterworks written for the theatre, and hone their vocal skills by working with different dialects. Analysis of play structure is a major component. Additional exploration of alternative staging and styles will enhance honors study. Honors students should expect to work together on a production for the semester, completing a production of a play/scenes.

Credit: 1

PREREQUISITE: Theatre III  


**FOREIGN LANGUAGE**

**Spanish 1**

The study of the essential elements of Spanish structure, vocabulary, greetings, school, family, food, and the cultural aspects of the Spanish-speaking world. Aural comprehension, speaking, and reading respectively.

CREDIT: 1

PREREQUISITE: None  
  
  
  
**Spanish II**The study of the essential elements of Spanish structure, vocabulary, house, time, chores, directions, restaurant, and the cultural aspects of the Spanish-speaking world. Aural comprehension, speaking, reading, and writing respectively.

CREDIT: 1

PREREQUISITE: Spanish I   
  
  
  
**Spanish III Honors**Develops language skills for communication. Review of Spanish 1 and II. Expands awareness of the Spanish-speaking world through readings and discussion of representative texts.

CREDIT: 1

PREREQUISITE: Spanish II  
  
  
  
**Spanish IV Honors**Continued development of language skills of communication. Considers finer points of linguistic structure. Expands awareness of Spanish culture through reading, inquiry, and class discussion.

CREDIT: 1

PREREQUISITE: Spanish III

**Latin 1**

Latin 1 is an introduction to the study of Latin language and Greco-Roman culture. The course encourages students to learn basic functions of the language, become familiar with some elements of the culture, and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted Latin texts. Integration of other disciplines, with special emphasis on English Language Arts, is ongoing throughout the course.

CREDIT: 1

PREREQUISITE: None

COURSE NOTE: Latin may be used to fulfill world language requirement needed for admission to universities. However, please note that this requirement does necessitate at least 2 units of the same world language.



**CAREER TECHNICAL EDUCATION**

**AFJROTC**

Note: ROTC can only be taken once per year unless there are extenuating circumstances or the instructor has given approval.

**AFJROTC 1**

First-year Aerospace Science options may include aviation history, cultural/global awareness, science of flight, space/astronomy, and/or survival. Leadership Education options may include drill; citizenship, character, and Air Force tradition; communication, awareness and leadership; life skills and career opportunities; and/or principles of management. Physical fitness comprises 20% of the curriculum. Cadets are encouraged to participate in a wide range of related extracurricular activity.

CREDIT: 1

PREREQUISITE**:** None

**AFJROTC II**

Second-year cadets are expected to begin serving in leadership roles. Aerospace Science may include options not previously covered in aviation history, cultural/global awareness, science of flight, space/astronomy, and/or survival. Leadership Education may include options not previously covered in drill; citizenship, character, and Air Force tradition; communication, awareness and leadership; life skills and career opportunities; and/or principles of management. Also, instruction is given in Lifetime Wellness / Physical Fitness.

CREDIT: 1

PREREQUISITE**:** AFJROTC I

**AFJROTC III**

The third year is a science course which discusses principles of propulsion systems, fundamentals of rocketry and its application to spacecraft, principles underlying space travel, and various management techniques and principles with emphasis on stress management, financial management, and managing others. In addition, the course covers systems of government and the government of the United States. Also, instruction is given in Lifetime Wellness / Physical Fitness.

CREDIT: 1

PREREQUISITE**:** AFJROTC II

**AFJROTC IV**

The fourth-year curriculum consists of management of cadet corps. The cadets run the entire Corps during the fourth year. This hands-on experience affords the cadets the opportunity to put the theories of previous leadership courses into practice. Cadets practice their communications, decision-making, personal interaction, managerial, and organizational skills. Also, instruction is given in Lifetime Wellness / Physical Fitness.

CREDIT: 1

PREREQUISITE**:** AFJROTC III

**AGRICULTURAL EDUCATION**

**Foundations of Agriculture**

Explore the sectors of the agriculture industry through hands-on activities. Develop a foundation of agricultural literacy to become an advocate in the community. Establish an understanding of the process to produce agricultural commodities in the areas of plant science, agriculture mechanics, animal science, and natural resources. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Agriculture, Food and Natural Resources pathway.

CREDIT: 1

PREREQUISITE: None

**Agricultural Mechanics I**

Develop knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. Identify day-to-day maintenance and repair needs of agricultural mechanics equipment. Generate knowledge of agricultural mechanics safety and hand/power tool use and selection. Develop an understanding of electrical wiring and basic agricultural metal and wood fabrication. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Power, Structural and Technical Systems pathway.

CREDIT: 1

PREREQUISITE: None

**Agricultural Mechanics II Honors**

Understand metal fabrication technology to implement hot/cold metal working skills and technology, advanced welding and metal cutting skills. Build non-metallic agricultural fabrication techniques. Utilize tools and equipment safely to work with plastics, plumbing, concrete, and masonry. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Power, Structural and Technical Systems pathway.

CREDIT: 1

PREREQUISITE: Agricultural Mechanics I

**Animal Science I**

Explore the impact animal physiology has on animal nutrition and health. Identify animals using physical traits and characteristics. Implement best management practices to select healthy animals. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Animal Science pathway.

CREDIT: 1

PREREQUISITE: None

**Animal Science II Companion Animal**

Integrate safe handling practices to groom and care for companion animals and identify companion animals using physical traits and characteristics. Illustrate knowledge of nutritional and digestive needs through experiential activities. Establish a foundation of veterinary medical terminology and procedures. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Animal Science pathway.

CREDIT: 1

PREREQUISITE: Animal Science I

**Horticulture I - Introduction to Plants**

Grow your knowledge of plant biology and environmental conditions plants need to thrive. Cultivate plant identification skills and experiment with propagation and production practices. Build leadership and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Plant Systems pathway.

CREDIT: 1

PREREQUISITE: None

**Horticulture II - Plant Production**

Cultivate skills related to greenhouse, nursery, floral, and edible plant production, and maintenance practices. Experience the requirements to grow and maintain healthy plants and floral products through work-based learning opportunities. Build leadership development and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Plant Systems pathway.

CREDIT: 1

PREREQUISITE: Horticulture I

**Natural Resources I**

Develop knowledge of renewable and non-renewable natural resources in an agricultural education setting. Explore forestry and wildlife habitat management procedures through hands-on activities. Practice skills and methods used to evaluate and classify soils. Examine land use regulations to support environmental quality. Build leadership development and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Natural Resources pathway.

CREDIT: 1

PREREQUISITE: None

**BUSINESS, FINANCE, & MARKETING EDUCATION**

**Business Essentials**

Explore realistic business principles by examining the business environment and primary business activities. Conceptualize ethics, customer relations, and human resource management through workplace scenarios. Investigate the usage of financial analysis, economics, information management, marketing, operations, and technology in the business world of the 21st century. Gain the knowledge and skills for careers in multiple business pathways.

CREDIT: 1

PREREQUISITE: None

**Career Management**

Focus on leadership, career development and management, essential employability skills, and career exploration through hands-on experiences. Develop an understanding of personal learning styles, speaking skills development, and team management skills. Build understanding of the National Career Development Guidelines, including communications skills, personal management, and teamwork. Gain the knowledge and skills for careers in all CTE pathways.

CREDIT: 1  
PREREQUISITE: None

**Entrepreneurship I**

Conceptualize starting, opening, working for, and operating a small business. Explore feasibility, design thinking, entrepreneurial mindset, and the Lean Canvas Business Model. Investigate channel management, pricing, product/service management, and promotion. Gain the knowledge and skills for careers in entrepreneurship.

CREDIT: 1

PREREQUISITE: None

**Entrepreneurship II Honors**

Utilize business planning strategies to accelerate the implementation of a business idea. Construct plans for risk management, staffing, and promotions. Develop a business plan complete with a SWOT analysis and action plan. Gain the knowledge and skills for careers in entrepreneurship.

CREDIT: 1

PREREQUISITE: Entrepreneurship I

**Marketing**

Implement dynamic marketing processes and activities. Develop an understanding of marketing functions and their impact on business operations. Conceptualize a comprehensive marketing plan. Gain the knowledge and skills for careers in marketing.

CREDIT: 1

PREREQUISITE: None

**FAMILY AND CONSUMER SCIENCES**

**Food and Nutrition I**

Formulate an understanding of nutrition for a healthy lifestyle by preparing foods in each food group. Develop kitchen skills that promote proper food handling practice. Plan and execute meal management. Gain the knowledge, skills, and industry credential for careers in food and nutrition.

CREDIT: 1

PREREQUISITE: None

**Food and Nutrition II**

Expand knowledge of nutrient needs for a healthy lifestyle through the lifespan. Discover the impact of food systems on the environment, economy, society, and the individual. Develop an entrepreneurial venture idea using the Lean Canvas Business Model. Gain the knowledge, skills, and industry credential in food protection management for careers in food and nutrition.

CREDIT: 1

PREREQUISITE: Food and Nutrition I

**Interior Design Fundamentals**

Build the knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Explore design thinking and utilize the interior design process. Apply interior design principles and illustrate design solutions through visual communication. Gain the knowledge and skills for careers in interior design.

CREDIT: 1

PREREQUISITE: None

**Interior Design Studio**

Devise an understanding of the multiple roles of an interior designer. Utilize artistic and design factors in planning, selection, and arrangement of interior spaces to meet the needs of families in the interior environment. Participate in creating a portfolio that includes a diverse understanding of multiple areas of design. Gain the knowledge and skills for careers in interior design.

CREDIT: 1

PREREQUISITE: Interior Design Fundamentals

**Child Development**

Investigate the major influences on child development including culture, heredity, and environmental factors. Explore the importance of early relationships and how they promote healthy brain development while identifying characteristics of children birth through age five. Identify the different theories of child development and their impact on the physical, social, emotional, and cognitive domains of development in children. Gain the knowledge and skills for careers in early childhood development and services

CREDIT: 1

PREREQUISITE: None

**Counseling and Mental Health I**

Develop an understanding of healthy relationships on an individual's personal development. Engage in effective communication strategies for strengthening relationships. Explore the correlation of family systems on an individual's well-being throughout one's lifespan. Gain the knowledge and skills for careers in counseling and mental health.

CREDIT: 1

PREREQUISITE: None

**HEALTH SCIENCE EDUCATION**

**Health Science I**

Explore anatomy, physiology, diseases, and disorders within human body systems. Understand structural organization of the human body as it applies to recognizing and responding to first aid emergencies. Engage in projects, teamwork, collaboration, and demonstration to reinforce curriculum content. Gain knowledge, skills, and industry credentials for careers in the Healthcare Professional pathway.

CREDIT: 1

PREREQUISITE: None

**Health Science II**

Understand the healthcare industry, including employability skills, cultural awareness, safety, and infection control procedures used by healthcare professionals. Develop an understanding of the cardiovascular and respiratory systems to apply knowledge and skills toward earning industry recognized credentials. Demonstrate understanding of curriculum content through projects, collaborations, and teamwork. Gain the knowledge, skills, and credentials for careers in the Healthcare Professional pathway.

CREDIT: 1

PREREQUISITE: Health Science I

**Nursing Fundamentals and Practicum Honors (2 of 4 blocks)**

Explore the role of a Nurse Aide as defined by North Carolina Department of Health and Human Services, and Health Care Personnel Education and Credentialing Section. Perform nurse aide skills to care for patients and residents in a healthcare clinical setting. Build communication skills and learn to function as a healthcare team member. Gain the knowledge, skills, and industry credentials for careers in the Healthcare Professional pathway.

Students must have a TB test, Flu vaccination (or declination form from physician - parent notes are not accepted), background check, and drug testing prior to beginning clinicals portion of this course. Students must have a 75 in order to attend clinicals and to be eligible to sit for their certification exam.

Attendance is critical to successful completion of this course.

CREDIT: 1

COURSE NOTE: Maximum number of 10 students, per state and legal requirements

PREREQUISITE: Health Science I and II, Teacher Recommendation

**TRADE AND INDUSTRIAL EDUCATION**

**Emergency Medical Technology I Honors**

Explore fundamentals of Emergency Management operations. Develop knowledge and skills to lead all emergency resources in a public safety emergency. Perform basic communication skills required to coordinate with all other public safety agencies during an emergency. Gain the knowledge, skills, and industry credentials for careers in emergency management.

CREDIT: 1

AGE REQUIREMENT: Must be 17 years old or turn 17 during the semester the class is held per NC OEMS requirements

PREREQUISITE: English II

**Emergency Medical Technology II Honors**

Develop knowledge and skills used in an Emergency Management Operation Center. Develop rapid needs assessments, including weather-related data used in hazard mitigation of Emergency Management operations. Perform advanced communication skills required to lead other professionals in public safety during an emergency. Gain the knowledge, skills, and industry credentials for careers in emergency management.

CREDIT: 1

AGE REQUIREMENT: Must be 17 years old

PREREQUISITE: Emergency Medical Technology I and English III **AND** completion of the TIMS certification exam

**Firefighter Technology I**

Gather basic knowledge and skills required in firefighting. Develop skills in communications, use of personal protective equipment, forcible entry, fire extinguishers, and building construction. Perform basic firefighter skills associated with the knowledge obtained in this course. Gain the knowledge, skills, and industry credentials for careers in firefighter technology.

CREDIT: 1

PREREQUISITE: None

**Firefighter Technology II**

Enhance knowledge and skills required in firefighting. Develop skills in ladders, ventilation, ropes and knots, water supplies, hoses, appliances for search and rescue, and emergency medical care operations. Perform intermediate firefighter skills associated with the knowledge obtained in this course. Gain the knowledge, skills, and industry credentials for careers in firefighter technology.

CREDIT: 1

PREREQUISITE: Firefighter Technology I

**Public Safety I**

Develop a basic understanding of careers and skills in the public safety pathway. Perform basic skills with these different careers, including firefighting, EMT, and law enforcement. Create a student personal plan for a career in public safety. Gain the knowledge, skills, and industry credentials for careers in public safety.

CREDIT: 1

PREREQUISITE: None

**Public Safety II Honors**

Develop a deeper understanding of careers and skills in the public safety pathway. Perform skills associated with being part of a community emergency response team. Prepare for a career in 9-1-1 telecommunication through demonstrated activities. Gain the knowledge, skills, and industry credentials for careers in public safety.

CREDIT: 1

PREREQUISITE: Public Safety I

**Automotive Service Fundamentals**

Prepare for an entry-level position in the Automotive Service industry. Develop basic skills in shop safety, shop equipment, and hand tool usage. Engage in identifying vehicle systems, system components, and various vehicle fluids. Gain the knowledge, skills, and industry credentials for careers in the Automotive Services pathway.

CREDIT: 1

PREREQUISITE: None

**Automotive Service I**

Develop skills and knowledge needed to service modern vehicles. Perform basic brake inspection and service. Explore Ohm’s law in basic electrical service applied to vehicles. Gain the knowledge, skills, and industry credentials for careers in the Automotive Services pathway.

CREDIT: 1

PREREQUISITE: Automotive Service Fundamentals

**Automotive Service II Honors**

Perform basic suspension and steering inspections and service. Research vehicle information, service bulletins, and recalls on vehicles being serviced. Gather information on vehicle codes and module data used to diagnose vehicle systems. Gain the knowledge, skills, and industry credentials for careers in the Automotive Services pathway.

CREDIT: 1

PREREQUISITE: Automotive Service I

**Automotive Service III Honors**

Explore more advanced and in-depth vehicle repairs and services. Perform basic system diagnosis. Expand knowledge in heating and air conditioning system operations. Gain the knowledge, skills, and industry credentials for careers in the Automotive Services pathway. All secondary automotive programs are required to be ASE accredited.

CREDIT: 1

PREREQUISITE: Automotive Service II

**Construction Core**

Perform basic safety procedures required for construction and industrial project sites. Engage in proper techniques required to safely operate hand and power tools used in the construction industry. Practice material handling tasks using appropriate personal protective equipment (PPE) procedures and techniques. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

CREDIT: 1

PREREQUISITE: None

**Carpentry I**

Develop basic skills to interpret and lay out basic construction plans and documents used by carpenters. Engage in procedures for laying out and constructing floor and wall systems. Practice essential stairway design and construction techniques. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

CREDIT: 1

PREREQUISITE: Construction Core

**Carpentry II Honors**

Engage in procedures for laying out, constructing, and installing roofing components for residential and commercial buildings. Practice skills related to moisture and insulation control concepts for building envelop systems installation. Participate in exterior finish materials installation procedures. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

CREDIT: 1

PREREQUISITE: Carpentry I

**CTE Internship**

Prepare for postsecondary education and future careers through observation and participation in the daily operations of a career in a general career field. Experience real-world application of job tasks acquired by utilizing durable employability skills in an authentic workforce activity. Gain the knowledge and skills for careers in the pathway of choice.

CREDIT: 1

PREREQUISITE: Two technical credits in one Career Pathway

**COMPUTER SCIENCE EDUCATION**

**Adobe Visual Design I Honors**

Build logos and vector images using features in Adobe Illustrator. Enhance photographs using features in Adobe Photoshop. Produce images to be used in business publications and communications. Gain knowledge and skills for careers in the Adobe Academy pathway.

CREDIT: 1

PREREQUISITE: None

COURSE NOTE: This course will satisfy Computer Science requirement.

**Adobe Visual Design II Honors**  
Explore elements that make an exceptional digital and print publications. Create print and digital publications in Adobe InDesign. Train to earn the industry-recognized Adobe Certified Professional InDesign credential. Gain knowledge and skills for careers in the Adobe Academy pathway.

CREDIT: 1  
PREREQUISITE: Adobe Visual Design I

COURSE NOTE: This course will satisfy Computer Science requirement.

**Adobe Video Design**

Discover the legal, technical, and editorial principles employed in the video industry necessary to understand ethical implications before engaging in a film project. Work collaboratively to conceive, plan, and execute production plans to create audio and video assets. Use Adobe Premiere Pro features to edit audio and video clips to create and publish a range of video products. Gain the knowledge, skills, and credentials necessary for career possibilities in the Adobe Video Design pathway.

CREDIT: 1

PREREQUISITE: Adobe Visual Design I

COURSE NOTE: This course will satisfy Computer Science requirement.

**Computer Science I**

Explore how data is stored, transmitted, and used by computers. Investigate the benefits and harms of quickly advancing technology on society. Produce unique and interactive computer programs. Gain the knowledge and skills for careers in the Computer Science Principles pathway.

CREDIT: 1

PREREQUISITE: None

COURSE NOTE: This course will satisfy Computer Science requirement.

**Computer Science II**

Code programs that use advanced creativity and large data sets. Create computer programs that make use of advanced algorithms and procedures. Explore the impacts of computers on a global scale. Gain the knowledge and skills for careers in the Computer Science Principles pathway.

CREDIT: 1

PREREQUISITE: Computer Science I

COURSE NOTE: This course will satisfy Computer Science requirement.

**Expert in Coding**

Gain knowledge and skills of JavaScript or Python Programming utilizing the Minecraft platform. Code complex programs in JavaScript or Python that make use of variables and data types, selection and branching, iteration loops, error handling, and modularity. Explore the knowledge and skills for careers in the Computer Science Principles pathway.

CREDIT: 1

PREREQUISITE: None

COURSE NOTE: This course will satisfy Computer Science requirement.



**Currituck County High School**

**Home of the Knights!**

**4203 Caratoke Highway**

**Barco, NC 27917**

**252-453-0014**

Currituck County High School is located in the center of Currituck County in Barco, NC. Approximately 30 minutes from the beautiful Outer Banks of North Carolina. Our school serves all students residing in Currituck County, including Knotts Island and Corolla.



**U-“Knight”-ing for Excellence**



The Currituck County School system does not discriminate in employment or educational activities based on race, color, national origin, sex, handicapping condition or religion.