

# ***GREENE CENTRAL HIGH SCHOOL***

## ***COURSE CURRICULUM GUIDE 2016-2017***



***HOME  
OF THE RAMS***



# Letter from The Superintendent

Dear Students and Parents,

The Greene County Board of Education and Greene County Schools are committed to preparing students who are “College and Career Ready” when they graduate from Greene Central High School. We want our students to be successful and competitive in today’s global economy.

The Greene Central High School Course Catalog provides the titles and descriptions of the courses we offer to assist you in choosing the most appropriate and rigorous courses. Please read the information carefully and select your courses wisely. If you need additional assistance, please do not hesitate to contact the Counseling Center at Greene Central.

High school students in North Carolina are currently required to take End of Course Tests (EOCs) in Math I, English II, and Biology. Career and Technical Education (CTE) courses have mandatory assessments. Other assessments required by the state that count in our accountability model include the ACT and WorkKeys assessments. Students’ attendance, class work, and performance on these assessments will be important measures of student and school success.

Please refer to the graduation requirements in the catalog to ensure that your child graduates in their expected year. Again, if you need assistance, we are happy to help!

On behalf of the Greene County Board of Education, I want to wish you a successful high school career!

Respectfully,  
Dr. Patrick C. Miller  
Superintendent

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## Greene County Schools

### **Vision Statement**

Greene County Schools will be a model 21<sup>st</sup> Century school system focused on student achievement in order for all students to graduate prepared for college, the workforce, and life as global citizens.

### **Mission Statement**

Greene County Schools is a school district in which teachers and students unite to create an atmosphere of mutual respect focused on teaching and learning in a safe, caring environment. Students are challenged by a rigorous curriculum delivered by teachers who facilitate learning at the mastery level. Teachers, students, and parents collaborate to ensure the achievement of our goals.

### **Greene County Board of Education**

Patricia Lee Adams – Chairman

Joe Smith – Vice Chairman

Jasper Barfield, Jr.

Leisa Edwards Batts

Tina Murphy

# How to Use This Guide

This curriculum guide is designed to assist students and their parents with planning and implementing a high school curriculum path. All students and parents should give deliberate thought to the student's aptitude, interests and plans for the future as they select their courses.

The final school schedule is based on student requests. Some courses may not be offered if there are insufficient student requests. Choose alternate courses carefully because they are considered part of the final selection process. Greene County Schools will do everything possible to assist students in reaching their goal of graduating on time; however, it is the responsibility of students and parents to make sure they have the number and composition of units needed to graduate. As students register for their senior year, they should make certain they are taking enough units to graduate. If they are unsure of the number of units needed for graduation, students should contact their school counselor.

## Academic Course Offerings

### Career and Technical Education

#### English

#### Exceptional Children

#### Fine Arts: Music

#### Fine Arts: Vocal

#### Fine Arts: Visual Arts

#### World Languages

### Health & Physical Education

#### JROTC

#### Library Science

#### Mathematics

#### Science

#### Social Studies

### Advanced Placement

#### Honors

### Science, Technology, Engineering, & Math (S.T.E.M.)

### Lenior Community College Courses

# HIGH SCHOOL GRADUATION REQUIREMENTS

## FUTURE READY CORE COURSE OF STUDY REQUIREMENTS

### FOR 9<sup>TH</sup> GRADERS ENTERING IN 2012-13 AND BEYOND

English	4 Credits I, II, III, IV, or a designated combination of 4 courses
Mathematics	4 Credits* Math I (Algebra I), Math II (Geometry), Math III (Algebra II), and a 4 <sup>th</sup> Math aligned to the student's post high school plans
Science	3 Credits A physical science course, Biology, and Earth/Environmental Science
Social Studies	4 Credits Civics and Economics, World History, American History I & American History II
World Language	Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC System
Health & PE	1Credit Health/Physical Education
Concentration	4 Credits in a Career Cluster (A minimum of 3 foundation and 1 completer courses) <b>OR</b> 4 Credits in JROTC <b>OR</b> 4 Credits in any Arts Discipline (Must include a level 2 course) <b>OR</b> 4 Credits in any Second Language (Must include a level 2 course) <b>OR</b> 4 Credits in Advanced Placement (AP) (Excludes AP courses that meet other graduation requirements)
Electives	8 Credits Additional electives must be taken to meet local graduation requirements.
Total Credits	<b>28 Credits</b>

# HIGH SCHOOL GRADUATION REQUIREMENTS

## FUTURE READY OCCUPATIONAL COURSE OF STUDY REQUIREMENTS

### FOR 9<sup>TH</sup> GRADERS ENTERING IN 2009 AND BEYOND

English	4 Credits I, II, III, IV
Mathematics	3 Credits Introduction to Mathematics Algebra 1 Financial Management
Science	2 Credits Applied Science Biology
Social Studies	2 Credits Social Studies I Social Studies II
World Language	Not required
Health & PE	1Credit Health/Physical Education
Electives or other requirements	6 Credits Occupational Preparation Preparation I, II, III, IV Elective credits/ completion of IEP objectives/Career Portfolio required
Career/Technical	4Credits Career/Technical Education electives
Total Credits	<b>22 Credits plus local requirements</b>

# College Foundation of North Carolina Benefits

The College Foundation of North Carolina can help you plan, apply, and pay for college. At the CFNC website, you can access tools and resources such as the high school planner, test preparation, student loan information, career resources, scholarships, and transcript manager. All high school seniors participate in the annual CFNC College Application Week to assist students with the college application process. You can complete online applications to apply at multiple North Carolina colleges and universities. The web address is: [www.cfnc.org](http://www.cfnc.org)

## Grade Level Check List

<b>9th Grade</b>	Get to know your counselor.
	Prepare a high school plan, with the assistance of your counselor, which includes identifying a career cluster in order to take classes focusing in your interest area
	Plan ahead for courses that require prerequisites.
	Recognize that class rank, quality point average (QPA), and grade point average (GPA) are calculated beginning in grade 9. These are based on final grades in all courses attempted.
	Select challenging courses. Honors and AP courses increase your weighted class rank (QPA) as well as look great on college applications.
	Participate in extracurricular and community activities. Colleges are looking for students who have achieved in more than academics.
	Become involved in school and community activities.
	Create/update a student account at <a href="http://www.cfnc.org">www.cfnc.org</a> .
<b>10th Grade</b>	Consider taking the PSAT to prepare you for the SAT. The PSAT is given only in October.
	Take the PLAN to prepare for the ACT at your school. This test measures college readiness and career potential. It is administered to all 10th graders in NC.
	Select challenging courses that will maintain your class rank/GPA. Take the hardest courses in areas where you excel.
	Investigate Honors and Advanced Placement (AP) courses.
	Investigate college course requirements. Plan an interesting summer, possibly participating in a challenging summer enrichment program or a community activity.
	Check out college-based experience programs in the School Counseling Office.
	Update your CFNC account and explore its valuable career and college tools.
	See your Counselor for more information on college, summer programs or community activities

11th Grade	Continue taking courses that will sharpen your skills for college and enhance admission prospects.
	Consider taking the PSAT/National Merit Scholarship Qualifying Test (NMSQT). National Merit Scholarship semifinalists are selected from only 11th grade students who take this test in the eleventh grade. This test is given in October.
	Take the ACT during the school day administration in March.
	Ask your parents to check on scholarship programs that may be offered through their employers.
	At mid-year, begin to investigate specific college possibilities.
	Attend "College Day" at your high school's designated location.
	Check catalogs and college websites for specific entrance requirements (courses, tests, dates).
	Attend a Financial Aid Workshop, these are usually held in February.
	Take the SAT or ACT in May or June, including subject tests if required by a college you are considering.
	Get registration materials from the Counseling Office or register online at <a href="http://sat.collegeboard.com">sat.collegeboard.com</a> and/or <a href="http://ACTstudent.org">ACTstudent.org</a>
	Spring and summer are the times to visit college admissions offices. Email or call ahead for an appointment, and ask about financial aid and scholarships.
Update your CFNC account and explore its valuable career and college tools.	
12th Grade	Prior to the start of school, update your high school resume to include extracurricular activities, sports, community service, leadership positions, honors/awards, and employment experience.
	Be prepared to give your resume to individuals whom you are asking to write letters of recommendation on your behalf.
	Update your CFNC account and explore its valuable career and college tools.
	Continue investigating various school options in the fall. Become familiar with deadlines.
	Take the SAT or ACT in October or November. Take SAT Subject Tests, if required.
	Try to arrange college visits on teacher work days or holidays.
	Attend "College Day" to meet and speak with representatives from various colleges and universities. This event is typically held in the fall semester.
	Attend a "Financial Aid Night" if you anticipate applying for financial aid; held during afterschool hours.
	Narrow your choice of colleges. At minimum, apply to 4 schools.
	Complete college applications by designated deadlines. Late January to mid-February is the application deadline for most
In January, begin completing the Free Application for Federal Student Aid (FAFSA) online at <a href="http://FAFSA.ed.gov">FAFSA.ed.gov</a>	

# College Preparatory Examinations

## **Scholastic Assessment Test:**

This test is given by the College Board and includes sections in critical reading, mathematics, and writing. The verbal section includes short reading passages and longer reading passages to measure your ability to understand what you read and the extent of your vocabulary. The test also includes sentence completions, and critical reading. The mathematical questions include concepts from Algebra I, Geometry, and Algebra II, including arithmetic/algebraic reasoning and geometric reasoning. The writing section includes multiple-choice grammar questions and a student written essay. For more information and to verify test dates, visit [www.collegeboard.com](http://www.collegeboard.com).

## **PLAN**

This test serves as practice for the ACT. It is an educational and career planning assessment that can identify whether students are prepared for success in college and beyond. In addition to the English, Math, Reading, and Science sections, there is a 72-item interest inventory to help students explore personally relevant career options. The PLAN is given to all 10th graders during the school day in the fall semester.

## **ACT (American College Test)**

The ACT includes four curriculum-based multiple-choice tests that measure students' educational development in English, mathematics, reading, and science. The tests are based on the major areas of instruction in American high schools and colleges. A student's performance on the tests has a direct and obvious relationship to his or her academic development. The ACT also offers an optional writing test, which is expected by most colleges. The ACT (with Writing) is administered to all 11th graders during a school day in the spring semester. For more information and to verify test dates, visit [www.actstudent.org](http://www.actstudent.org).

## **TOEFL (Test of English as a Foreign Language)**

The TOEFL evaluates the English proficiency of people whose native language is not English. It consists of comprehension, structure and written expression, vocabulary, and reading comprehension sections. For more information and to verify test dates, visit [www.ets.org/toefl](http://www.ets.org/toefl).

## **NCDAP**

Students applying to Lenoir Community College (LCC) may be required to take this placement examination. Students should contact LCC for Placement Test dates. Some students may be exempt from taking the Placement Test if they have demonstrated college readiness on the SAT or ACT. Visit [http://www.lenoircc.edu/Student\\_Services/placeassess.htm](http://www.lenoircc.edu/Student_Services/placeassess.htm) to review specific information about this exam.

## **Scholarships and Financial Aid**

Most financial assistance is based on need, not merit. Students who demonstrate a certain level of academic achievement, athletic or artistic accomplishments are also eligible to receive financial assistance, where it could possibly be of no cost to them to attend a school of their choosing. Your parents' employee benefits, military service, trade union, civic or fraternal association membership, social security benefits, or church affiliation may also serve as a source of money for college. If you will need financial aid (and most students do), check the financial aid guides, scholarship guides, and Scholarship List in the Counseling Office. Parents and students are encouraged to use these materials. Scholarship competition can be very competitive. Plan ahead. You will need excellent grades, GPA, class rank, community and school activities, and recommendations.

Leadership, scholarship, and involvement are extremely important if you want to compete for major scholarships. You may be eligible for financial assistance because of need, achievement, athletic or artistic accomplishment, your parents' employee benefits, military service, trade union, civic or fraternal association membership, social security benefits, church affiliation, etc.

To apply for federal and state aid, students should complete the online FAFSA at [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov).

# Athletic Eligibility

- To be eligible to participate in athletics, the athlete must meet rules of eligibility set by The North Carolina High School Athletic Association, Inc. including, but not limited to the following:
- Be a properly enrolled student at the time of participation.
- Be enrolled no later than the 15th day of the present semester.
- Have been in attendance for at least 85% of the previous semester at an approved school.
- Not exceeded eight consecutive semesters of attendance or have participated more than four seasons in any sport since first entering grade 9.
- Must be 18 years old or younger as of August 31, 2016. Live with parents or legal guardian. (Reference the NC High School Athletic Association handbook for further clarification.)
- Live in the school attendance district. Have received a medical examination by a duly licensed physician, nurse practitioner, or physician's assistant within the previous 365 days.
- Have passed three (3) out of four (4) courses the previous semester.

Having been promoted from 8th grade to 9th grade for the spring 2016 semester determines eligibility for athletics the first semester of the 9th grade.

## NCAA Initial-Eligibility Clearinghouse

The purpose of the NCAA Initial-Eligibility Clearinghouse is to determine the athletic eligibility of present high school seniors who wish to enroll as college freshman for the next school year at NCAA Division I and II institutions. The Clearinghouse determines freshman athletics eligibility using three components: core courses (specific academic courses), core course GPA, and SAT or ACT score. You must register and be certified by the NCAA Initial-Eligibility Clearinghouse if you intend to participate in college athletics. **YOU SHOULD REGISTER WITH THE CLEARINGHOUSE AT THE BEGINNING OF YOUR SENIOR YEAR.** NCAA Clearinghouse registration materials are available at [www.naaclearinghouse.net](http://www.naaclearinghouse.net). There is a fee of \$70.00 to register with the NCAA clearinghouse.

## Additional Academic Information

**Certificate of Achievement** is awarded to students who have met all state and local requirements except a passing score on the North Carolina Competency Tests. Certificate students may participate in graduation exercises.

**Graduation Certificate** is awarded to certain students with Individual Education Plans who are not appropriate candidates for one of the diploma courses of study. Students will be guided by the IEP team in completing certificate requirements. Certificate students may participate in graduation exercises.

New Students who have been previously enrolled in this or another high school will receive assistance in selecting a schedule of classes that is most complementary to the students' existing record. A comparison of curriculum sometimes makes this process difficult and students who enroll in the middle of a semester cannot be guaranteed the opportunity to complete a full set of credits. Core area courses must be taken in sequence. In order to be eligible for graduation, a student must have attended high school a minimum of four years (eight semesters) and received 28 credits.

# What is the Advanced Placement Program?

The Advanced Placement Program is an academic program of college-level courses and examinations for secondary school students. The College Board sponsors the Advanced Placement Program, which offers students the opportunity to pursue college-level studies while still in high school and to possibly receive college credit. The curriculum of an Advanced Placement course is challenging and requires more effort and homework on the part of the student than a standard or honors high school course. It gives greater opportunity for individual progress and accomplishment and goes into greater depth with the academic material of each individual course. The real educational value of this program is that students develop critical thinking skills, fluid writing abilities, and problem-solving skills. AP students learn to deal with strenuous, traditional academic settings and ultimately achieve at high levels. It is recommended that students take no more than two Advanced Placement courses in a single school year. Those enrolled in Advanced Placement courses must take the AP exam.

## Recommended criteria for the Advanced Placement Program

- Student motivation and commitment to complete the course
- Student understanding of what is expected in an Advanced Placement course
- Student's overall GPA indicates high achievement (B's or better in core academic courses)
- Student should have PSAT/NMSQT/SAT/PLAN/ACT score of 50 percentile or higher Student should have appropriate skills in reading and writing
- Student must have completion of prerequisite courses where applicable
- Student must have successful past performance in courses in the same subject area.

# North Carolina Scholars Program

Seniors who meet the requirements below will be deemed North Carolina Scholars. These seniors will receive a gold seal on their diploma, recognition at awards night, and recognition on the graduation program.

ELIGIBILITY FOR NC SCHOLARS PROGRAM	
Course	Credits
English	4 credits (Eng I, II, III, IV)
Math	4 credits (Math I, II, III, higher math)
Science	3 credits (Earth/Env, Biology, Physical Science)
Social Studies	3 credits (World History, Civics, US History)
Foreign Language	2 credits (same language)
Health & PE	1 credit
<b>AND</b>	4 credits CTE classes <b>OR</b> 4 Second Languages <b>OR</b> 4 JROTC <b>OR</b> 4 Arts Education <b>OR</b> 4 other subject area classes
<b>AND</b>	3 credits Honors/AP classes <b>OR</b> 2 Honors/AP classes <b>plus</b> Senior Graduation Project
Electives	4 credits
<b>TOTAL</b>	<b>28 credits AND 3.5 Unweighted GPA (based on 1<sup>st</sup> Semester of Senior Year)</b>

# Grading Scale

## Greene Central High School grades on a percentage basis as follows:

High School Grading Scale for all students 2015-2016 and beyond:

A	90-100
B	80-89
C	70-79
D	60-69

## Grade Point Average (GPA) Calculation:

To calculate GPA, add total number of points earned and divide by total number of classes.

Points For Students Entering in 2015–2016 and Beyond			Points For All Other Students		
Standard Course A = 4 Points B = 3 Points C = 2 Points D = 1 Points	Honors Course A = 4.5 Points B = 3.5 Points C = 2.5 Points D = 1.5 Points	AP & Comm. College Course A = 5 Points B = 4 Points C = 3 Points D = 2 Points	Standard Course A = 4 Points B = 3 Points C = 2 Points D = 1 Points	Comm. College & Honors Course A = 5 Points B = 4 Points C = 3 Points D = 2 Points	AP Course A = 6 Points B = 5 Points C = 4 Points D = 3 Points
EXAMPLE			EXAMPLE		
Class	Grade	Points	Class	Grade	Points
English II	B	3	English II	B	3
Math II	A	4	Math II	A	4
AP World History	B	4	AP World History	B	5
PE	A	4	PE	A	4
Total Points:		15	Total Points		16
Divided by Total Classes		4	Divided by Total # of Classes		4
Semester GPA		3.75	Semester GPA		4.0

## Honors Level, Advanced Placement, and Dual Enrollment Courses:

Admission to these courses for freshmen requires a teacher recommendation and/or parent signature on Higher-Level Course Selection Request Form. Admission to these courses for continuing high school students requires an 80 average on the previous honors course or a 90 average on the previous regular course. Advanced Placement Courses have the same admission requirements as noted above. Students may take an Advanced Placement Exam at the end of the course. An AP exam score may result in college credit. Students will want to consult admissions information for prospective colleges and universities to determine the score required by the institution for award of college credit. Dual Enrollment Courses have specific admissions requirements set by Lenoir Community College and noted in the course list in this guide.

## Career and College Promise

The Career and College Promise College Transfer Pathway allows students to complete courses towards their college degree at no charge. CCP requires the completion of at least thirty semester hours of transfer courses, including English and Mathematics. To be eligible for enrollment, a high school student must meet the following criteria:

- Be a high school junior or senior;
- Have a weighted GPA of 3.0 on high school courses; and
- Demonstrate college readiness on an assessment or placement test.

A student must demonstrate college readiness in English, Reading, and Mathematics to be eligible for enrollment in a College Transfer Pathway.

For additional information and an application, please contact the College Liaison at 747-3434.

# Testing

## End-of-Course Tests (EOC)

These tests are required by the state of North Carolina in Algebra I, English II and Biology to meet the requirements of No Child Left Behind. Each End-Of Course test will count as 25% of a student's final average in the course. Students must take the EOC in order to receive credit for the course. EOC's are administered at the conclusion of the course.

## NCDAP Placement Test

Students planning to take Dual Enrollment classes from Lenoir Community College need to take the Placement Test. This test is an adaptive computer-based test that consists of reading, writing and mathematics sections. Placement tests may be waived with appropriate SAT or ACT scores.

## PLAN

This test is administered to all Sophomores in the fall of each year. It is designed to show readiness for the ACT.

## ACT

The ACT is a national college admission and placement examination. It is composed of two portions:

- The multiple choice tests cover four skill areas: English, Mathematics, Science and Reading.
- The Writing Test measures skill in planning and writing a short essay.
- The ACT will be administered to all juniors, free of charge, in the spring.

## Advanced Placement Tests

AP Tests, which are administered in May, are required for those students who are enrolled in Advanced Placement courses. College credit may be earned by obtaining the minimum score(s) required by a given college. Students should consult their specific AP instructor for information.

## WorkKeys

ACT WorkKeys is a job skills assessment that measures foundational and soft skills attained through all high school courses. The test is utilized for job development, recruitment, placement, and training. ACT WorkKeys is targeted for large-scale employment placement and is designed to provide students with an understanding of the skills required for specific occupations.

## Career & Technical Education

The Career and Technical Education Program mandates testing in all Career and Technical Education classes. Students are required to take a Post Assessment which is administered as a final exam and counts 25% of the final average.

# Distance Learning

Online courses are delivered through the North Carolina virtual Public School (NCVPS). Course listings, descriptions and more information about online courses offered through the NCVPS are available at [www.ncvps.org](http://www.ncvps.org). Students interested in taking courses through NCVPS will have to complete an application. Please pick up an application in the guidance office along with any additional information.

Sample Courses Offered During the 2016-2017 School Year [Advanced Placement](#)

AP Art History (Yearlong)

AP Computer Science (Yearlong)

AP Environmental Science (Yearlong)

AP European History (Yearlong)

AP Human Geography (Yearlong)

AP Physics (Yearlong)

AP US History (Yearlong)

AP World History (Yearlong)

# North Carolina Final Exams

North Carolina Final Exams are used to determine educator effectiveness and student mastery of material. These exams are given at the conclusion of coursework. Regardless of the grade level in which the course is offered, students enrolled in courses in which NC Final Exams are required shall take the appropriate assessment

- English Language Arts I
- English Language Arts IV
- Math II
- Math III
- Advanced Functions in Modeling
- Pre-calculus
- Physical Science
- Earth/Environmental Science
- Chemistry
- Physics
- American History I
- American History II
- Civics and Economics
- World History

## National Testing Calendars

*Please note that the registration date occurs six to eight weeks prior to the test date. Please plan accordingly.*

### 2016-2017 ACT Test Dates

September 10, 2016

October 22, 2016

December 10, 2016

February 11, 2017

April 8, 2017

June 10, 2017

The ACT is mandated by the State Board of Education for all juniors. Each high school will administer this test each Spring at no cost to students. The State Board of Education will determine the test date for juniors.

### 2016-2017 Anticipated SAT Dates

October 1, 2016

November 5, 2016

December 3, 2016

January 28, 2017

March 11, 2017

May 6, 2017

June 3, 2017

# Dropout And Driver's Licensing Legislation

## STUDENTS WHO ARE AFFECTED

The legislation is directed to all North Carolina students under the age of 18 who are eligible for a driving permit or license. This includes public school, federal school, home school, private school, and community college students. A student who 1) does not meet academic progress standards or 2) drops out of school will either not be granted the Driving Eligibility Certificate or will lose his/her permit/license.

## DROPOUTS

Students who drop out of school are not eligible to receive a Driving Eligibility Certificate from the school. A student who drops out of school and holds a driver's permit/license will be reported to the Division of Motor Vehicles according to the following procedures:

- Ten business days after the student fails to return to school or stops coming to school
- The student will be withdrawn and the principal will notify the parent/guardian that the student is considered a dropout. This notification will be via regular mail using the student's address as recorded in PowerSchools.
- The letter will outline the consequences of dropping out of school regarding driver's eligibility and explain the procedures for requesting a hardship waiver. The principal shall send this letter within 12 business days after the student's last day in attendance.
- Parents/students will have 20 business days from the student's last day in attendance to submit a hardship waiver request form to the principal.

## TRANSFERS

A student who is making adequate progress in school can transfer to a community college or a non public school without any consequences. A student who is not making adequate progress (or drops out of school) and enrolls in a community college or a non-public school cannot be granted a Driving Eligibility Certificate for a period of six months.

## ACADEMIC PROGRESS

A student must earn 3 credits out of the 4 possible credits during the first semester of school in order to receive and/or maintain driver's license eligibility. At the conclusion of the school year, grades from first and second semester are used to determine eligibility. One must earn 6 credits out of the 8 possible credits to receive and/or maintain eligibility at the conclusion of the school year.

## CHECKLIST FOR OBTAINING A LEARNER'S PERMIT

- Driver Education Certificate.
- Driver Eligibility Certificate from the school. Certificate issued by school principal or designee only to parent or legal guardian and is good for only thirty days. Certificate issued based upon satisfactory academic progress as stated above.
- Birth date verification information (A certificate or original birth certificate is needed to verify age).
- Social Security Card (No metal, plastic cards or reproductions accepted).
- Parent or legal guardian must be present to sign the application.
- Pass a written, sign, and vision test.
- Must pay a \$15 fee.

## Career Clusters For Students Entering 9<sup>th</sup> Grade 2014-2015 & Beyond

### Things to know about Course Clusters:

- All students need a course cluster to complete a diploma
- 4 courses needed to complete a Cluster
- 3 courses needed from Foundational courses
- 1 course has to be a Completer course {denoted by \*}
- 4th course can be Foundational or Enhancement course

### There are no completer courses for:

- Info Tech Cluster
- Law, Pub Saf, Corr & Sec Cluster
- Sci, Tech, Eng Math Cluster

#### **Agriculture, Food & Natural Resources**

Personal Finance (9-12)  
 Agriscience Applications (9-10)  
 Agricultural Production I (9-11), II\* (10-12)  
 Biotechnology and Agriscience I (9-11), II (10-12)  
 Teen Living (9-12)  
 Horticulture I (9-12)  
 Environmental & Natural Resources (9-12)  
 (E) Principles of Business & Finance (9-12)  
 (E) Entrepreneurship I (9-12)  
 (E) Microsoft ITA: Word, PP, Pub. (9-12)  
 (E) Marketing (9-12)  
 (E) Microsoft Excel & Access (9-12)

#### **Health Science**

Health Team Relations (9-11)  
 Health Sciences I(10-11), II\* (11)  
 Nursing Fundamentals (12)  
 (E) Microsoft Excel & Access (9-11)  
 (E) Marketing (9-12)  
 (E) Foods I (9-11)  
 (E) Parenting & Child Dev (9-12)  
 Principles of Business & Finance (9-12)  
 (E) Microsoft ITA: Word, PP, Pub.(9-12)  
 (E) Personal Finance (9-12)  
 (E) BioTech & Agri Research I(10-11)

#### **Architecture & Construction**

Personal Finance (9-12)  
 Core & Sustainable Construction (9-11)  
 Electrical Trades I(9-11), II\* (10-12)  
 Masonry I (9-11), II\* (10-12)  
 Teen Living (9-12)  
 Principles of Business & Finance (9-12)  
 (E) Marketing (9-12)  
 (E) Fashion Merch (9-12)  
 (E) Agricultural Mechanics I (9-11)  
 (E) Entrepreneurship I(9-12), II (11-12)  
 (E) Microsoft ITA: Word, PP, Pub. (9-12)  
 (E) Multi-media Webpage & Design (9-12)

#### **Business Management & Administration**

Principles of Business and Finance (9-12)  
 Business Management (9-12)  
 Entrepreneurship I (9-12), II \* (11-12)  
 Multimedia & Webpage Design (9-12)  
 Business Law (9-12)  
 Accounting I(9-12)  
 (E) Marketing (9-12)  
 (E) Personal Finance (9-12)  
 (E) Microsoft ITA: Excel and Access (9-12)  
 (E) Multimedia and Webpage Design (9-12)

#### **Hospitality & Tourism**

Culinary Arts I (9-12)  
 Sports & Enter Mkt I (9-12)  
 Entrepreneurship (9-12)  
 Marketing (9-12)  
 Hospitality & Tourism (11-12)  
 (E) Principles of Business & Finance (9-12)  
 (E) Microsoft ITA: Word, PP, Pub (9-12)  
 (E) Personal Finance (9-12)  
 (E) Multimedia & Webpage Design (9-12)  
 (E) Microsoft Excel & Access (9-12)  
 (E) Agricultural Production & Mgt I (9-11)  
 (E) AgriBus .Mgt, Trends, & Issues I(9-11)

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

Entrepreneurship (9-12)  
 Microsoft ITA: Word, PP, Pub (9-12)  
 Multimedia Webpage & Design (9-12)  
 Fashion Merchandising (9-12)  
 Digital Media I(9-12)  
 Adv Digital Media (11-12)  
 Teen Living (9-12)  
 Marketing (9-12)  
 (E) Principles of Business & Finance (9-12)  
 (E) Microsoft Excel & Access (9-12)  
 (E) Personal Finance (9-12)

#### **Marketing**

Marketing (9-12)  
 Principles of Business & Finance (9-12)  
 Entrepreneurship I(9-12)  
 Marketing Mgt\*(10-11)  
 Fashion Merchandising (9-12)  
 (E) Multimedia Webpage & Design (9-12)  
 (E) Microsoft Excel & Access (9-12)  
 (E) Business Law (9-12)  
 (E) AgriBusiness Mgt., Trends & Issues (9-12)  
 (E) Apparel I (9-11)  
 (E) Personal Finance (9-12)  
 (E) Microsoft ITA: Word, PP, Publisher (9-12)

#### **Transportation**

Distribution & Log Entrepreneurship I(9-12)  
 Automotive Service (9-12)  
 Automotive Brakes (9-12)  
 Automotive Computer System\* (11-12)  
 Automotive Electrical (9-12)  
 Marketing Management\* (11-12)  
 Marketing (9-12)  
 (E) Microsoft Excel & Access (9-12)  
 (E) Agricultural Mechanics I (9-11)  
 (E) AgriBus.Mgt., Trends & Issues (9-11)  
 (E) Principles of Bus & Finance (9-12)  
 (E) Microsoft ITA: Word, PP, Pub (9-12)  
 (E) Personal Finance (9-12)

#### **Human Services**

Teen Living (9-12)  
 Personal Fin (9-12)  
 Parenting and Child Dev. (9-12)  
 Early Childhood Education I 10-12)  
 Principles of Business and Finance ( 9-12)  
 (E) Microsoft Word, PP, & Pub. (9-12)  
 (E) Microsoft Excel & Access (9-12)  
 (E) Foods I (9-12)  
 (E) Entrepreneurship I (10-12)

#### **Finance**

Principles of Business & Finance (9-12)  
 Personal Finance (9-12)  
 Accounting I(9-11), II\* (10-12)  
 Microsoft Excel & Access (9-12)  
 Entrepreneurship I (9-12), II\* (11-12)  
 Business Law (9-12)  
 (E) Microsoft Word, PP, & Pub. (9-12)  
 (E) Marketing (9-12)

#### **Information Technology**

Accounting I (9-12), II\* (10-12)  
 Principles of Business & Finance (9-12)  
 Microsoft Excel & Access (9-12)  
 Multimedia Webpage & Design (9-12)  
 (E) Entrepreneurship I (9-12), II (11-12)  
 (E) Microsoft ITA: Word, PP, Pub. (9-12)  
 (E) Personal Finance (9-12)

(E) = Enhancement Course  
 \* = Completer Course

# Core Course Progression

GRADE	Courses
Freshman - 9th Grade	English I Math I Earth Science World History Health & PE Electives
Sophomore - 10th Grade	English II Math II Biology Civics & Economics Electives
Junior - 11th Grade	English III Math III Physical Science or Chemistry American History I & II Electives
Senior - 12th Grade	English IV Fourth Math Electives

This is the expected progression for courses for all freshmen entering GCHS. Exceptions will be made for advanced coursework

## Greene Central – NCVPS & S.T.E.M

Greene Central High School is offering along with the North Carolina Virtual Public Schools (NCVPS) several blended learning Science, Technology, Engineering, and Math (S.T.E.M.) courses: Math I, Math II, Math III, Honors Earth & Environmental Science, Forensics, and Honors Biotechnology and Agriscience I& II. These courses will be delivered via a blended format utilizing a virtual and face-to-face learning environment. These courses are limited to 20 students selected through an admission process.

Additional Non-blended learning S.T.E.M. courses will be available via a non-blended format utilizing a face-to-face and a partial online learning environment: Honors Biology, Physical Science, Honors Chemistry, Spanish I, Creative Writing, and Honors Core & Sustainable Construction. Any Greene County Middle School student interested in applying must complete an application process to be considered for the program.

The application process for the program has ended for the 2015-2016 school year, but students can request to be placed on the wait-list. Students accepted into the program will have the option to earn college credit through the College and Career Promise partnership with Lenoir Community College. The S.T.E.M. program will provide and prepare students with skills required to be successful in all aspects of their educational career.

The mission of the Science, Technology, Engineering, & Mathematics (STEM) program at Greene Central High School is to help students realize their potential for success in STEM careers by supporting their exploration of STEM related fields, develop multi-cultural relationships within teams to collaboratively solve problems by encouraging the development of 21st-Century skills, to develop leadership skills and by providing them with a head start in pursuing their post-secondary education. Hence, the courses not only improve the academic component of the students' lives but also provide valuable life lessons that can be applied to solve tomorrow's problems in the real world.

For more information or any program related questions, please contact Mr. Jose Garcia at 252.747.3814 or [josegarcia@greene.k12.nc.us](mailto:josegarcia@greene.k12.nc.us).

# Lenoir Community College

Lenoir Community College has Liaison Staff Available to assist with questions about LCC classes.

You may contact:

**Debra Davis** in the Counseling Center at Greene Central,  
252-747-3814 Ext. 106 or [debradavis@greene.k12.nc.us](mailto:debradavis@greene.k12.nc.us)  
or **Karen Hill** the College Liaison at the Greene County Center,  
252-747-3434 or [khill59@lenoircc.edu](mailto:khill59@lenoircc.edu)

## Career and Technical Education

The following courses are available through Lenoir Community College and the Career and College Promise Program. Please read the eligibility requirements carefully.

Freshmen must:

- 1) Have passed Math I with a grade of "C" or better
- 2) Scored a 3 or 4 on the EOC for Math I
- 3) Meet the college ready reading scores of 16 on the 8<sup>th</sup> grade Explore test
- 4) Meet the prerequisites for the career pathway
- 5) Have the recommendation of the high school principal or his/her designee

To maintain eligibility students must:

- 1) Continue to make progress toward high school graduation
- 2) Maintain a 2.0 GPA in college coursework after completing two courses
- 3) A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress

Sophomores must:

- 1) Have passed Math I with a grade of "C" or better
- 2) Scored a 3 or 4 on the EOC for Math I
- 3) Meet the college ready reading scores of 16 on the 8<sup>th</sup> grade Explore test
- 4) Have a weighted GPA of 3.0 on high school courses
- 5) Meet the prerequisites for the career pathway
- 6) Have the recommendation of the high school principal or his/her designee

To maintain eligibility students must:

- 7) Continue to make progress toward high school graduation
- 8) Maintain a 2.0 GPA in college coursework after completing two courses
- 9) A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress

# Lenoir Community College

## College Transfer Pathway

The courses under LCC are available through Lenoir Community College and the Career and College Promise Program once you have met the following requirements.

- 1) Please read the eligibility requirements carefully.
  - a) Be a high school junior or senior
  - b) Have a weighted GPA of 3.0 on high school courses; and
  - c) Demonstrate college readiness on an assessment or placement test (see attachment A).

A student must demonstrate college readiness in English, reading, and mathematics to be eligible for enrollment in a College Transfer Pathway.

- 2) A high school junior or senior that does not demonstrate college readiness on an approved assessment or placement test may be provisionally enrolled in a College Transfer Pathway. To qualify for Provisional Status, a student must meet the following criteria:
  - a) Have a cumulative weighted GPA of 3.5
  - b) Have completed two years of high school English with a grade of “C” or higher
  - c) Have completed high school Algebra I (or a higher level math class) with a grade of “C” or higher
  - d) Obtain the written approval of the high school principal or his/her designee
  - e) Obtain the written approval of the community college president or his/her designee.

A Provisional Status student may register only for college mathematics (MAT) and college English (ENG) courses within the chosen pathway. To be eligible to register for other courses in the Pathway, the student must first successfully complete mathematics and English courses with a grade of “C” or higher.

- 3) To maintain eligibility for continued enrollment, a student must
  - a) Continue to make progress toward high school graduation, and
  - b) Maintain a 2.0 GPA in college coursework after completing two courses
  - c) A student who falls below a 2.0 GPA after completing two college courses will be subject to the college’s policy for satisfactory academic progress.
- 4) A student must enroll in one College Transfer Pathway program and may not substitute courses in one program for courses in another.
- 5) A student may change his or her program of study major with approval of the high school principal or his/her designee and the college’s Dean of Student Services.
- 6) With approval of the high school principal or his/her designee and the Dean of Student Services, a student who completes a College Transfer Pathway, while still enrolled in high school, may continue to earn college transfer credits leading to the completion of the Associate in Arts or Associate in Science.
- 7) With approval of the high school principal or his/her designee and the Dean of Student Services, a student may enroll in both a College Transfer Pathway program of study and a Career Technical Education program of study.

# ELECTIVE COURSE DESCRIPTIONS

## ADVANCED PLACEMENT

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### **AP Microeconomics / Macroeconomics**

#### **Yearlong**

Grade Levels: 9,10,11,12 Prerequisite: Principal and teacher approval. (Yearlong)

The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. There is no single approach that an AP Macroeconomics course is expected to follow. Whatever the approach, however, AP teachers are advised to take into account certain topics generally covered in college courses.

### **AP Music Theory**

#### **Semester**

Grade Levels: 10,11,12 Prerequisite: Principal and teacher approval. (Semester)

A major component of any college music curriculum is a course introducing the first-year student to musicianship, theory, musical materials, and procedures. Such a course may bear a variety of titles (Basic Musicianship, Elementary Theory, Harmony and Dictation, Structure of Music, etc.) It may emphasize one aspect of music, such as harmony; more often, however, it integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course, although they may be taught as separate classes.

### **AP Psychology**

#### **Yearlong**

Grade Levels: 10,11,12 Prerequisite: Principal and teacher approval. (Yearlong. Taken with AP Statistics)

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

### **AP Statistics**

#### **Yearlong**

Grade Levels: 10,11,12 Prerequisite: Principal and teacher approval. (Yearlong. Taken with AP Psychology.)

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course. This does not necessarily imply that the high school course should be one semester long. Each high school needs to determine the length of its AP Statistics course to best serve the needs of its students. Statistics, like some other AP courses, could be effectively studied in a one-semester, a two-trimester or a one-year course. Most schools, however, offer it as a one-year course.

### **AP US Government and Politics**

#### **Semester**

Grade Levels: 10,11,12 Prerequisite: Principal and teacher approval. Pass Honors Civics with a 90 or higher (Semester)

An introductory college course in United States Government and Politics is generally one semester in length. In the subject area there is

considerable variety among the courses offered by colleges In terms of content, there is no specific college course curriculum that an AP course in United States Government and Politics must follow Therefore, the aim of an AP course should be to provide the student with a learning experience equivalent to that obtained in most college introductory United States Government and Politics courses

## **CAREER AND TECHNICAL EDUCATION**

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### **Accounting I**

Grade Levels: 9,10,11,12 Prerequisite: None

This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course.

### **Accounting II**

Grade Levels: 9,10,11,12 Prerequisite: Accounting I

This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Agricultural Production I**

Grade Levels: 9,10,11,12 Prerequisite: Agriscience Applications

This course focuses on the basic scientific principles and processes related to the production of plants and animals for the food and fiber systems. Topics of instruction include basic understanding of the livestock/poultry industry and its various components, career opportunities, soil science, crop science/agronomy, weed science, basic agricultural machinery and related industry careers, environmental stewardship, and leadership/personal development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, internship, mentorship, school-based enterprise, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Agricultural Production II**

Grade Levels: 10,11,12 Prerequisite: Agricultural Production I

This course provides scientific knowledge and technical skills with heavy emphasis on topics including pesticide use and safety, herbicide use and safety, wildlife habitat concerns, irrigation, agricultural equipment technology and safety, global industry issues, career planning, and human resource development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Agriscience Applications**

Grade Levels: 9, 10,11,12 Prerequisite: None

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

### **Animal Science I**

Grade Levels: 9,10,11,12 Prerequisite: Agriscience applications

This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise,

service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Animal Science II - Small Animal**

Grade Levels: 10,11,12 Prerequisite: Animal Science I

This course provides instruction on animal science topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category are taught in this course. English language arts, mathematics, and science are reinforced in this class. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Apparel and Textile Production I**

Grade Levels: 9,10,11,12 Prerequisite: None

In this course students are introduced to clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion. Art, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and Cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Apparel and Textile Production II**

Grade Levels: 9,10,11,12 Prerequisite: Apparel I

In this course students are introduced to advanced clothing and housing apparel development skills. The use of fibers and fabrics is combined with design and construction techniques to develop and produce clothing or housing apparel products. A real or simulated apparel business enterprise and FCCLA activities allow students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop a portfolio. Mathematics and science are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Apprenticeship is not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Automotive Service I**

Grade Levels: 9,10,11,12 Prerequisite: Intro to Automotive Service

This course introduces basic automotive skills in Suspension & Steering, Heating & Air Conditioning and Engine Performance. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Automotive Service II**

Grade Levels: 10,11,12 Prerequisite: Automotive Service I

This course builds on the knowledge and skills introduced in Automotive Servicing I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing, apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR- G1). SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Biomedical Technology I**

Grade Levels: 9,10,11,12 Prerequisite: None

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

## **Biomedical Technology II**

Grade Levels: 9,10,11,12 Prerequisite: Biomedical Technology I

This course focuses on genetics, neurobiology, sleep disorder and biological rhythms, bioethics, the evolution of medicine, and use of technology to study cellular and molecular biology. The curriculum was developed by the National Institutes of Health (NIH). Students will learn about careers in biotechnology within the context of the course content. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology is recommended as good preparation for this course.

## **Biotechnology & Agriscience Research I**

Grade Levels: 9,10,11,12 Prerequisite: Agriscience Applications

This course provides instruction in the technologically advanced world of agriculture and lifesciences. Students are exposed to the latest techniques and advances in plant and animal biotechnology with a strong emphasis on hands-on activities. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **Biotechnology & Agriscience Research II**

Grade Levels: 10,11,12 Prerequisite: Biotechnology & Agriscience Research I

This course provides instruction in laboratory and safety skills needed by agricultural research scientists. Current applications of biotechnology in animal science, environmental science, food science and plant science are emphasized. Basic concepts of genetics and microbiology are applied to the agriculture industry and its success in providing food and fiber for the world. Opportunities exist for students to conduct individual or team research experiments. Hands-on laboratories and current topic discussions provide students an understanding of careers in agriscience research. English language arts, mathematics, and science are reinforced. Workbased learning strategies appropriate for this course are apprenticeship, cooperative education, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **Business Law**

Grade Levels: 9,10,11,12 Prerequisite: Principles of Business and Finance

This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. Social studies and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, internship, and job shadowing. Apprenticeship and cooperative education are not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **Career Management**

Grade Levels: 9,10,11,12 Prerequisite: None

This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to communications, interpersonal skills, problem solving, personal management and teamwork. English language arts are reinforced. Work-based learning strategies appropriate for this course include business/industry field trips, internships, job shadowing, and service learning. Student participation in Career and Technical Student Organization, (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **Computer Programming I**

Grade Levels: 9,10,11,12 Prerequisite: None

This course is designed to introduce the concepts of programming, application development, and writing software solutions in the Visual Studio environment. Emphasis is placed on the software development process, principles of user interface design, and the writing of a complete Visual Basic program including obtaining and validating user input, logical decision making and processing, graphics, and useful output. Mathematics is reinforced. Work-based learning strategies appropriate for this course include entrepreneurship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course.

## **Core and Sustainable Construction**

Grade Levels: 9,10,11,12 Prerequisite: None

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, and basic employability skills, and “Your Role in the Green Environment”. The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint.

## **CTE Advanced Studies**

Grade Levels: 12 Prerequisite: Teacher approval and must be a senior

This culminating course is for seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **Culinary Arts and Hospitality I**

Grade Levels: 9,10,11,12 Prerequisite: Introduction to Culinary Arts and Hospitality or Foods I

This course focuses on basic skills in cold and hot food production, baking and pastry, and service skills. Art, English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

## **Culinary Arts and Hospitality II**

Grade Levels: 10,11,12 Prerequisite: Culinary Arts and Hospitality I and needs own transportation

This course provides advanced experiences in cold and hot and food production, management (front and back of the house), and service skills. Topics include menu planning, business management, and guest relations. Art, English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Family, Career and Community leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **Digital Media I**

Grade Levels: 9,10,11,12 Prerequisite: None

This course provides students with industry knowledge and skills in the overall digital media design field. Areas covered in these two courses include graphics, animation, video, and web design. Industry certifications are used to align curriculum with industry needs. An emphasis is placed on the concepts of graphic design, various digital media technologies, non-linear editing, product development and design, and career development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.

## **Digital Media II**

Grade Levels: 9,10,11,12 Prerequisite: Digital Media I

This course provides students with industry knowledge and skills in the overall digital media design field. Areas covered in these two courses include graphics, animation, video, and web design. An emphasis is placed on the fundamental concepts of graphic design, various digital media technologies, non-linear editing, product development and design, and career development. Art, English language arts, and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **Early Childhood Education I**

Grade Levels: Age 16+ Prerequisite: Students must be 16 or older by October 1 and must have own transportation

This two-credit course prepares students to work with children in early education and childcare settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. Work based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Cooperative education and apprenticeship are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Parenting and Child Development is recommended as preparation for this course. \*\*Because they intern in early childhood centers that must meet NC Child Care General Statute 110.91, Section 8, students must be 16 years of age prior to October 1 to enroll in this course. [http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter\\_110/GS](http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS)

## **Early Childhood Education II**

Grade Levels: Age 16+ Prerequisite: Early Childhood Education I. Students must be 16 or older by October 1 and must have own transportation.

This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and child care settings. Areas of study include program planning and management, developmentally appropriate practice, procedures and strategies for working with special groups of children, and career development and professionalism. An internship makes up 50 percent of instructional time. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Cooperative education and apprenticeship are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. ^Because they intern in early childhood centers that must meet NC Child Care General Statute 110.91, Section 8, students must be 16 years of age prior to October 1 to enroll in this course. [http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter\\_110/GS\\_110-91.html](http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html)

## **Electrical Trades I**

Grade Levels: 9,10,11,12 Prerequisite: Core and Sustainable Construction

This course covers basic electrical trades terminology and develops technical aspects of electrical trades with emphasis on development of introductory skills such as residential wiring, electrical installation, and service. Topics include basic electricity, electrical construction codes and practices, the National Electrical Code, the use of test equipment, and electrical hand and power tools. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **Electrical Trades II**

Grade Levels: 10,11,12 Prerequisite: Electrical Trades I

This course builds on skills mastered in Electrical Trades I and provides an introduction to the National Electric Code, devices boxes, hand bending, raceways and fittings, conductors and cables, construction drawings, residential services, test equipment, alternating circuits, grounding and bonding. English language arts, mathematics, and science are reinforced. Work based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **Electrical Trades III**

Grade Levels: 11,12 Prerequisite: Electrical Trades II and teacher approval

This course content includes motors, electric lighting, conduit bending, pull and junction boxes, conductor installations, cable tray, conductor terminations and splices, circuit breakers and fuses, control systems, and concepts. Upon successful completion of the this course, students should be prepared to enter the workforce as an electrical helper and/or continuing education towards degrees in Construction Management or Electrical Engineering. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. \*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

## **Entrepreneurship I**

Grade Levels: 9,10,11,12 Prerequisite: Marketing OR Personal Finance OR Principles of Business and Finance

In this course students evaluate the concepts of going into business for themselves and working for or operating a small business.

Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. English language arts and social studies are reinforced. Work based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Fashion Merchandising**

Grade Levels: 9,10,11,12 Prerequisite: None

In this course students are introduced to the fashion and merchandising industries. Students acquire transferable knowledge and skills among the concepts of the business of fashion, fashion promotion events, the evolution and movement of fashion, the fashion industry, career development, merchandising of fashion, and the selling of fashion. Mathematics and science are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Health Science I**

Grade Levels: 9,10,11,12 Prerequisite: None

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

### **Health Science II**

Grade Levels: 9,10,11,12 Prerequisite: Health Science I

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

### **Horticulture I**

Grade Levels: 9,10,11,12 Prerequisite: Agriscience Applications

This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, internship, mentorship, school-based enterprise, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Horticulture II**

Grade Levels: 10,11,12 Prerequisite: Horticulture I

This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf-grass management, and personal development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Introduction to Automotive Service**

Grade Levels: 9,10,11,12 Prerequisite: None

This course introduces basic automotive skills in Service & Safety, Engine Repair, Automatic Transmissions & Transaxles, Manual

Drivetrain and Axles and job opportunities in the auto repair industry. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards.

### **Introduction to Culinary Arts and Hospitality**

Grade Levels: 9,10,11,12 Prerequisite: None

In this course, basic safety and sanitation practices leading to a national industry-recognized food safety credential are introduced. Commercial equipment, small wares, culinary math, and basic knife skills in a commercial foodservice facility are taught. Art, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Foods I is recommended as preparation for this course.

### **Marketing**

Grade Levels: 9,10,11,12 Prerequisite: None

In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Microsoft Excel and Access**

Grade Levels: 9,10,11,12 Prerequisite: None

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is designed to help you use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. In the second part of the class, students will learn how to create and work with a database and its objects by using the new and improved features in newest version of Microsoft Access. Students will learn how to create, modify, and locate information as well as how to create programmable elements and share and distribute database information. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Microsoft Introduction to Computer Science**

Grade Levels: 9,10,11,12 Prerequisite: None

This an introductory computer programming course that lays the foundation for understanding the principles and practices of computer science as well as enhancing basic algebra skills. Students gain hands-on experience in designing, programming mobile applications and games that will run on any platform. Students use 21st century skills in developing problem-solving and computational-thinking skills in the process of learning fundamental computer science concepts. The course is intended for students who have no previous experience in programming.

### **Microsoft Word, PowerPoint and Publisher**

Grade Levels: 9,10,11,12 Prerequisite: None

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. English language arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **Multimedia and Webpage Design**

Grade Levels: 9,10,11,12 Prerequisite: None

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

## **Nursing Fundamentals**

Grade Levels: 12 Prerequisite: Health Science II. Teacher approval.

This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NC NAI Registry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include a required clinical internship in a long-term care agency. Healthcare agencies may require testing for tuberculosis and/or other diseases and a criminal record check for felonies related to drugs. Cooperative education is not available for this course. HOSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. \*Enrollment is limited per North Carolina Board of Nursing (BON) Administrative Rule 21 NCAC 36.0318(i), which requires the ratio of teacher to nurse aide students be 1:10 or less while in the clinical area. DHSR applies BON Rule to the classroom training area.

## **Parenting and Child Development**

Grade Levels: 9,10,11,12 Prerequisite: None

This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, childcare issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Art, English language arts, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **Personal Finance**

Grade Levels: 9,10,11,12 Prerequisite: None

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

## **Pharmacy Tech**

Grade Levels: 12 Prerequisite: Health Science II

This course has self-paced, on-line instruction designed to prepare high school seniors for a pharmacy technician career. Topics included in this course are federal law, medication used in major body systems, calculations, and pharmacy operations. Mathematics is reinforced in this course. Work-based learning strategies appropriate for this course include an apprenticeship, cooperative education, internship, or mentorship. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course is accredited by the Accreditation Council for Pharmacy Education (APCE). Upon successful completion of this course and after graduation, the student is eligible to take the Pharmacy Technician Certification Board (PTCB) exam.

## **Principles of Family and Human Services**

Grade Levels: 9,10,11,12 Prerequisite: None

Students learn core functions of the human services field; individual, family, and community systems; and life literacy skills for human development. Emphasis is placed on professional skills, human ecology, diversity, analyzing community issues, and life management

skills. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing. English/language arts, social studies, mathematics, science, technology, interpersonal relationships are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Sports and Entertainment Marketing I**

Grade Levels: 9,10,11,12 Prerequisite: None

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

### **Sports and Entertainment Marketing II**

Grade Levels: 9,10,11,12 Prerequisite: Sports and Entertainment Marketing I

In this course, students acquire an understanding of selling, promotion, and market planning of sports, entertainment, and event marketing. English/language arts, mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Principles of Business and Finance**

Grade Levels: 9,10,11,12 Prerequisite: None

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

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## **FINE ARTS ELECTIVES - VOCAL**

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### **General Chorus**

Grade Levels: 9,10,11,12 Prerequisite: None

This class is open to anyone who just wants to sing for fun or for those who need a semester or year of “seasoning” to prepare for a spot in Advanced Chorus. We will sing a lot of music and learn to sing effectively with the voice you have. You do not need a lot of talent – just a desire to make music and an open mind.

### **Music Appreciation**

Grade Levels: 9,10,11,12 Prerequisite: None

This is an excellent opportunity for music lovers of all kinds! We will study music of the different cultures of the world, with a focus on Western (and American) music. We will start back in the Middle Ages and work through the pop culture of today. We will study the greatest composers and performers who ever lived.

### **Varsity Singers**

Grade Levels: 9,10,11,12 Prerequisite: Audition Required

This course is designed for the more accomplished singers who want to further develop their musical skills. Total musicianship will be the focus. The repertoire of songs will be varied and challenging.

## FINE ARTS ELECTIVES - BAND

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### **Music Theory**

Grade Levels: 9,10,11,12 Prerequisite: None

This course is designed to give students an opportunity to study the fundamental aspects of music reading and writing. Students will further their understanding of musical harmony, form and structure, and the elemental building blocks of composition. Students learn to notate music, rhythms, key signatures, time signatures and other musical elements.

### **Percussion Methods**

Grade Levels: 9,10,11,12 Prerequisite: Teacher Approval

Percussion methods will be offered in the fall semester only. Students who sign up for this class must be in the marching band. See marching band in the handbook for grading instruction and other requirements.

### **Winds (Woodwinds & Brass)**

Grade Levels: 9,10,11,12 Prerequisite: Teacher Approval

Students who sign up for this class must be in the marching band. See marching band in the handbook for grading instruction and other requirements.

## FINE ARTS ELECTIVES - VISUAL ART

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### **Art I**

Grade Levels: 9,10,11,12 Prerequisite: None

Art I is designed to reinforce and build on knowledge and skills developed at the elementary and middle school levels. It is the foundation level where students learn the basic skills necessary to express themselves through the lens of art. It is the foundation level for art study throughout high school. The course is primarily devoted to deliberate and systematic presentations of various art processes, procedures, theories, and historical developments. Students will have experiences in producing two dimensional and three dimensional artworks. The course emphasizes the study of the elements of art and principles of design, color theory, vocabulary, art criticism, art history, and safety in the art room. The approach to art experiences during this time is experimental in terms of materials. Students are provided a strong foundation in design, drawing and vocabulary in a teacher led studio environment. Problem solving and decision-making are emphasized throughout Art I.

### **Advanced Art**

#### **Art II, III, IV**

Grade Levels: 9,10,11,12 Prerequisite: Art I with an 80 or higher

Art III is an advanced level course. Anyone interested in this class should have a serious interest in the Visual Arts. Students will continue to explore a variety of art media and develop a personal style. Students will have written work as well.

### **Intro to Ceramics**

Grade Levels: 9,10,11,12 Prerequisite: Art I with an 80 or higher

In this course students will learn how people have used ceramics in their lives, cultures and current events for centuries. We will explore the work of others with an aesthetic, historical, and critical eye. During this course students will create 3 dimensional objects with the use of clay as their primary medium. Throughout the course students will use both handbuilding techniques and wheel throwing to create. Students in this course will also share responsibility for recycling clay, firing processes, and learning the basic science of the art-form. In finishing the process students will glaze their pieces and work with the possible effects.

## JROTC

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### **Leadership Education Training 1**

Grade Levels: 9 Prerequisite: None

Provides an overview of the program and how you, the cadet, become a better American citizen. Students will learn new skills pertaining to the spirit of American citizenship and Army JROTC, techniques of Communication (oral and written), Leadership, Cadet Challenge, Leadership Application, First Aid, Map Reading, American Military History, and Marksmanship.

### **Leadership Education Training 2**

Grade Levels: 9 Prerequisite: LET 1

Prepares the cadets to become a good leader. It provides more details about leadership situations so that students will be prepared for success in and out of the classroom. The course builds upon what was learned in LET--1. Additionally, it includes Technology Aware-

ness, Role of the U.S. Army and career opportunities.

### **Leadership Education Training 3**

Grade Levels: 10 Prerequisite: LET 2

During this phase of JROTC, the cadet is involved more as a leader, teacher and counselor within the school battalion. As the cadet begins LET--3, he/she will be responsible not only for him/herself, but also for cadets who are just entering the program. The course builds on what was learned in the first two sections of JROTC.

### **Leadership Education Training 4**

Grade Levels: 10 Prerequisite: LET 3

Primary emphasis for LET--4 is placed on the practical application of the cadet's leadership duties and responsibilities within the cadet battalion. The LET--4 course is structured to allow cadets to perform their assigned command and staff duties and act as class instructors for selected subjects.

### **Leadership Education Training 5**

Grade Levels: 11 Prerequisite: LET 4 and Teacher Approval

Primary emphasis for LET--5 is placed on the practical application of the cadet's leadership duties and responsibilities with the Ram cadet battalion. Therefore, the course is structured to allow cadets to perform their assigned command or staff duties, act as class instructor and/or assistant class instructor for selected subjects.

### **Leadership Education Training 6**

Grade Levels: 11 Prerequisite: LET 5 and Teacher Approval

Primary emphasis for LET--6 is the continued application of the cadet's leadership duties and responsibilities within the Ram cadet battalion. The course will be structured similar to LET--5, to permit cadets to perform their assigned command and staff duties act as class instructors and/or assistant class instructor for selected subjects.

### **Leadership Education Training 7**

Grade Levels: 12 Prerequisite: LET 6 and Teacher Approval

Primary emphasis for LET--7 is the continued application of the cadet's leadership duties and responsibilities within the Ram cadet battalion. The cadet will be structured similar to LET--6 to permit cadets to perform their assigned command and staff duties, act as class instructors and/or assistant class instructor for selected subject, work on independent projects to benefit the JROTC department, the school and the community.

### **Leadership Education Training 8**

Grade Levels: 12 Prerequisite: LET 7 and Teacher Approval

Primary emphasis for LET--8 is the continued application of the cadet's leadership duties and responsibilities within the Ram cadet battalion. The course will be structured similar to LET--7, to permit cadets to perform their assigned command and staff duties, act as class instructors and/or assistant class instructor for selected subject and work on independent projects to benefit the JROTC department, the school and the community.

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## **LENOIR COMMUNITY COLLEGE**

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### **ACC-120 Principles of Financial Accounting**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course introduces business decision-making accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations.

### **ART-111 Art Appreciation**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This is a Universal General Education Transfer Component (UGETC) course.

### **AST-111 Descriptive Astronomy and AST 111A Descriptive Astronomy Lab**

**Onsite at Greene County LCC Campus**

Grade Levels: 11,12 Prerequisite: None

This course introduces an overall view of modern astronomy. Topics include an overview of the solar system, the sun, stars, galaxies,

and the larger universe. Upon completion, students should be able to demonstrate an understanding of the universe around them. Emphasis is placed on laboratory experiences which enhance the materials presented in AST 111 and which provide practical experience. Upon completion, students should be able to demonstrate an understanding of the universe around them. These courses have been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This is a Universal General Education Transfer Component (UGETC) course.

### **BIO-163 Basic Human Anatomy**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships.

### **BUS-110 Introduction to Business**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects.

### **BUS-115 Business Law I**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations.

### **BUS-137 Principles of Management**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

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

### **CIS-110 Introduction to Computers**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

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

### **ECO-251 Principles of Microeconomics**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

### **ECO-252 Principles of Macroeconomics**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

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

### **EDU-119 Intro to Early Child Education**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for all children. Topics include historical foundations, program types, career options, professionalism and creating inclusive environments and curriculum responsive to the needs of all children and families. Upon comple-

tion, students should be able to design career plans and develop schedules, environments and activity plans appropriate for all children.

### **EDU-131 Child, Family, & Community**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children.

### **EDU-146 Child Guidance**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self-control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors.

### **EDU-151 Creative Activities**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interaction, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and dramatics for all children.

### **EDU-153 Health, Safety & Nutrition**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course covers promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, safe learning environments, and adhere to state regulations.

### **EMS-110/110-A EMT**

**Onsite at Greene County LCC Campus**

Grade Levels: 11,12 Prerequisite: None

This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT certification

### **ENG-111 Writing and Inquiry**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, and effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This is a Universal General Education Transfer Component (UGETC) course.

### **ENG-112 Writing/Research in the Discipline**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts (substitute). This is a Universal General Education Transfer Component (UGETC) course.

### **GRA-151 Computer Graphics I**

**Onsite at Greene Central High School**

**Face to Face On Greene Central Campus**

Grade Levels: 11,12 Prerequisite: None

GRA-151 introduces the use of hardware and software for production and design in graphic arts. Topics include graphical user interface and current industry uses such as design, layout, typography, illustration, and imaging for production. Upon completion, students

should be able to understand and use the computer as a fundamental design and production tool.

GRA-255 course covers applications associated with electronic image manipulation, including color correction, color separation, special effects, and image conversion. Topics include image-capturing hardware, image-processing software, and output options. Upon completion, students should be able to utilize hardware and software to acquire, manipulate, and output images to satisfy design and production.

## **GRA-152 Computer Graphics II**

**Onsite at Greene Central High School**

### **Face To Face on Greene Central Campus**

Grade Levels: 11,12 Prerequisite: Computer Graphics I

GRA 152 covers advanced design and layout concepts utilizing illustration, page layout, and imaging software in graphic arts. Emphasis is placed on enhancing and developing the skills that were introduced in GRA 151. Upon completion, students should be able to select and utilize appropriate software for design and layout solutions.

GRA-256 covers electronic color separation and its relationship to multi-color printing. Topics include color theory, separation, color matching, proofing, and output of process and spot color images. Upon completion, students should be able to use hardware and image processing software to produce color separations and proofs for various printing processes.

## **GRD-141 Graphic Design I**

**ONLINE**

### **Online**

Grade Levels: 11,12 Prerequisite: None

This course introduces the conceptualization process used in visual problem solving. Emphasis is placed on learning the principles of design and on the manipulation and organization of elements. Upon completion, students should be able to apply design principles and visual elements to projects.

## **HIS-131 American History I**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

## **HIS-132 American History II**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

## **HIS-111 World Civilizations I**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

## **HIS-112 World Civilizations II**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

## **MAT-152 Statistical Methods I**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical

literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirements in natural sciences/mathematics.

### **MAT-171 Pre-calculus Algebra**

**Onsite at Greene County LCC Campus**

Grade Levels: 11,12 Prerequisite: None

This course is designed to develop topics, which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirements in natural sciences/mathematics. This is a Universal General Education Transfer Component (UGETC) course.

### **MAT-172 Pre-calculus Trigonometry**

**Onsite at Greene County LCC Campus**

Grade Levels: 11,12 Prerequisite: None

This course is designed to develop an understanding of topics, which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirements in natural sciences/mathematics. This is a Universal General Education Transfer Component (UGETC) course.

### **MED-110 Orientation to Medical Assisting**

**Onsite at Greene County LCC Campus**

Grade Levels: 11,12 Prerequisite: None

This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting.

### **MED-118 Medical Law & Ethics**

**Onsite at Greene County LCC Campus**

Grade Levels: 11,12 Prerequisite: None

This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is placed on legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to meet the legal and ethical responsibilities of a multi-skilled health professional.

### **MED-121 Medical Terminology I**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

### **MED-122 Medical Terminology II**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

### **MKT-120-LIN Principles of Marketing**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision-making.

### **MKT-121 Retailing**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course examines the role of retailing in the economy. Topics include the development of present retail structure, functions performed, effective operations, and managerial problems resulting from current economic and social trends. Upon completion, students

should be able to demonstrate an understanding of the basic principles of retailing.

### **MUS-112 Introduction to Jazz**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This is a Universal General Education Transfer Component (UGETC) course.

### **MUS-110 Music Appreciation**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This is a Universal General Education Transfer Component (UGETC) course.

### **OST-148-Med Coding Billing & Insurance**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course introduces fundamentals of medical coding, billing, and insurance. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim.

### **OST-149 Medical Legal Issues**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior.

### **OST-184 Records Management**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods.

### **OST-243 Med Office Simulation**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections. The following courses are available through Lenoir Community College and the Career and College Promise Program once you have met the following requirements.

### **PAD-151 Intro to Public Administration**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course includes an overview of the role of the public administrator in government and an examination of the development and implementation of public policy. Topics include public personnel administration and management, decision making, public affairs, ethics, organizational theories, budgetary functions within governmental agencies, and other governmental issues. Upon completion, students should be able to explain the functions of government in society and in the lives of people composing that society.

### **PHY-110 and PHY-110A Conceptual Physics**

**ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied. PHY-110A is the required lab component for PHY 110. These courses have been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This is a Universal General Education Transfer Component (UGETC) course.

**POL-120 American Government****ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course is a study of the origins, development, structure, and functions of American government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy process. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

**PSY-150 General Psychology****ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

**SOC-210 Introduction to Sociology****ONLINE**

Grade Levels: 11,12 Prerequisite: None

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

**WLD-115A Welding I****Onsite at Greene County LCC Campus****Yearlong**

Grade Levels: 11,12 Prerequisite: None

This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.

**WLD-110 Welding II****Onsite at Greene County LCC Campus****Yearlong**

Grade Levels: 11,12 Prerequisite: None

WLD-110 introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.

WLD-115B introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.

WLD-110 Cutting Processes introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.

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**NC VIRTUAL PUBLIC SCHOOLS - ONLINE COURSES**

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**Eligibility Determined by 3.0 GPA, Principal Approval, and Application Process****AP Art History****Yearlong**

Grade Levels: 9,10,11,12 Prerequisite: None (NCVPS/Online)

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. Art is the reflection of the time, place, and people that produced it. The Advanced Placement Art History course is designed to provide the same benefits to you as high school students that are provided by an introductory college art history course—those being an understanding and enjoyment of architec-

ture, sculpture, and other art forms within their historical and cultural context. During the course we will examine major forms of artistic expression from the past and the present from a variety of cultures. Students will learn to look at works of art critically, with intelligence and sensitivity, and to analyze what you see. All students successfully completing the AP Art History course should gain an in-depth knowledge of the subject, as well as form disciplined study habits that can contribute to continued success at the college level. The course requires a high degree of commitment to academic work and to the purposes of a program designed to meet the college standards. For the latest information and services available go to <http://www.collegeboard.org/AP>

## **AP Computer Science**

### **Yearlong**

Grade Levels: 9,10,11,12 Prerequisite: Math I (NCVPS/Online)

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the readings, class discussions, assignments, and tests. This AP Computer Science course is an introductory course in computer science. Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of the course is built around the development of computer programs or parts of programs that correctly solve a given problem. The course also emphasizes the design issues that make programs understandable, adaptable, and, when appropriate, reusable. At the same time, the development of useful computer programs and classes is used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. Computer Science emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester course in computer science. It also includes the study of data structures and abstraction. For more information on the content covered by the AP course and exam, please visit: <http://www.collegeboard.org/ap/students/compsci/index.html>

## **AP Environmental Science**

### **Yearlong**

Grade Levels: 11,12 Prerequisite: Level 3 or 4 on BIO, Math I, And Chem EOC (NCVPS/Online)

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. This course is a yearlong course that allows students to study human interactions within the earth system. Topics that will be covered include biogeochemical cycles, dynamic earth, air, water, and soil quality, human populations, the physical and social context of human decisions and policies, ecological concepts, and sustainability of earth systems. The course provides students the rigors of a college level introductory course in environmental science while allowing for scientific inquiry that encourages human stewardship of the earth. Assessments will include laboratory and simulation exercises, self-quizzes, and traditional testing methods such as multiple choice and free response essays that will allow successful students to take the Advanced Placement Exam in the spring after completing the course.

## **AP European History**

### **Yearlong**

Grade Levels: 10,11,12 Prerequisite: Honors or AP World History (NCVPS/Online)

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. AP European History is a college level survey course that covers the time period from approximately 1450 until the present. The course will cover economic, social, cultural, intellectual, political, and diplomatic themes in European History. Students will be expected to develop analytical thinking and persuasive writing skills in dealing with historical evidence and interpretation. Students are expected to complete the AP European History exam in the spring.

## **AP Human Geography**

### **Yearlong**

Grade Levels: 10,11,12 Prerequisite: Honors or AP Social Studies or English (NCVPS/Online)

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

## **AP Physics I**

### **Yearlong**

Grade Levels: 12 Prerequisite: Successful completion of mathematics courses and are proficient in solving linear equations, working with ratios and proportions, and using basic trigonometry (NCVPS/Online)

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a

minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. The AP Physics 1 curriculum is for students who are interested in studying physics as part of the basis for more advanced work in college in the life sciences, medicine, geology, or related areas. A hands-on laboratory component is included. Students will perform laboratory experiments. For some of the experiments, students will take their own data at home or in the classroom, while for others students will obtain the data from analysis of video clips that are provided. The AP Physics 1 curriculum covers topics like kinematics, Newton's laws, circular motion, work, energy and power, linear momentum, gravitational field, harmonic motion and waves, electric circuits and Ohm's and Kirchhoff's laws.

## **AP US History**

### **Yearlong**

Grade Levels: 11,12 Prerequisite: Honors Civics and Economics. (NCVPS/Online)

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. Advanced Placement United States history is a college-level history course that requires students to develop mastery over the assigned content while developing the ability to practice the skills of a historian. Students will learn to develop their critical thinking skills by analyzing and interpreting both primary documents and writings by respected historians. The course will cover first contact to current times. This course is writing-intensive and aligns with requirements of both the North Carolina Standard Course of Study and the College Board AP US History expectations. Students will take the NC EOC exam at the close of the course and many students also take the AP Exam in May.

## **AP World History**

### **Yearlong**

Grade Levels: 9,10,11,12 Prerequisite: Success in Advanced or Honors work (NCVPS/Online)

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. The AP World History course requires students to engage with the dynamics of continuity and change across historical periods that are included in the course. Students will be taught to analyze the process and causes involved in these continuities and change. In order to do so, students will be taught to focus on overarching themes which serve throughout the course as unifying threads, helping students to put what is particular about each period or society into a larger framework. The themes also provide ways to make comparisons over time and facilitate cross-period questions. Students will work with a college level textbook throughout the course in preparation for the AP World History exam in May.

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## **STEM CORE COURSES**

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**STEM Honors Earth/Environmental Science**

**STEM Honors Biology**

**STEM Honors Chemistry**

**STEM Physical Science**

**STEM Honors Math I / Math II / Math III**

**STEM Spanish I / Spanish II**

**STEM Honors English I / English II / English III / English IV**

**STEM Honors American History I / American History II**

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## **STEM ELECTIVE COURSES**

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### **STEM Art I**

Grade Levels: 9,10,11,12 Prerequisite: Approval by Mr. Garcia

Stem Art 1 is designed to reinforce and build on knowledge and skills developed at the elementary and middle school levels while integrating science, technology, engineering, and math. It is the foundation level where students learn the basic skills necessary to express themselves through the lens of art. It is the foundation level for art study throughout high school. The course is primarily devoted to deliberate and systematic presentations of various art processes, procedures, theories, and historical developments. Students will have experiences in producing two dimensional and three dimensional artworks. The course emphasizes the study of the elements of art and principles of design, color theory, vocabulary, art criticism, art history, and safety in the art room. The approach to art experiences during this time is experimental in terms of materials. Students are provided a strong foundation in design, drawing and vocabulary in a teacher led studio environment. Problem solving and decision-making are emphasized throughout Art 1. This course will include both mini and grand challenges which exemplify the principles of STEM as used in visual art. Students will be using a digital platform during this course.

### **STEM Honors Apparel and Textile Production I**

Grade Levels: 9,10,11,12 Prerequisite: Approval by Mr. Garcia

In this course students are introduced to clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion. Art, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and Cooperative education are not available for this course.

### **STEM Honors Apparel and Textile Production II**

Grade Levels: 9,10,11,12 Prerequisite: STEM Honors Apparel and Textile Production I and approval by Mr. Garcia

STEM Honors Apparel and Textile Production II will gain a deeper understanding of design principles, engineering, fabrication and global needs of the ever-changing Apparel and Textile Industry. This course provides a major focus on textile design, textile science, product construction, global manufacturing and the apparel/textile market, while incorporating and scaffolding prerequisite concepts along with S.T.E.M. applications. Emphasis is placed on application of design and engineering skills used to create, produce and prepare a product for market. Art, literacy, mathematics, science and social studies concepts are reinforced.

### **STEM Honors Biomedical Technology I**

Grade Levels: 9,10,11,12 Prerequisite: Approval by Mr. Garcia

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

### **STEM Honors Biomedical Technology II**

Grade Levels: 9,10,11,12 Prerequisite: Biomedical Technology I and approval by Mr. Garcia

This course focuses on genetics, neurobiology, sleep disorder and biological rhythms, bioethics the evolution of medicine, and use of technology to study cellular and molecular biology. The curriculum was developed by the National Institutes of Health. Students will learn about careers in biotechnology within the context of the course content. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology is recommended as good preparation for this course.

### **STEM Honors Biotechnology & Agriscience Research I**

Grade Levels: 9,10,11,12 Prerequisite: Agriscience applications & Approval by Mr. Garcia

This course provides instruction in the technologically advanced world of agriculture and life sciences. Students are exposed to the latest techniques and advances in plant and animal biotechnology with a strong emphasis on hands-on activities. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course is apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Agriscience Applications is recommended as preparation for this course.

### **STEM Honors Biotechnology & Agriscience Research II**

Grade Levels: 10,11,12 Prerequisite: Biotechnology & Agriscience Research I and Approval by Mr. Garcia

This course provides instruction in laboratory and safety skills needed by agricultural research scientists. Current applications of biotechnology in animal science, environmental science, food science and plant science are emphasized. Basic concepts of genetics and microbiology are applied to the agriculture industry and its success in providing food and fiber for the world. Opportunities exist for students to conduct individual or team research experiments. Hands-on laboratories and current topic discussions provide students an understanding of careers in agriscience research. English language arts, mathematics, and science are reinforced. Work based learning strategies appropriate for this course are apprenticeship, cooperative education, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **STEM Honors Core and Sustainable Construction**

Grade Levels: 9,10,11,12 Prerequisite: Approval by Mr. Garcia

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all

of the NCCER curriculum-area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, and basic employability skills, and “Your Role in the Green Environment”. The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint.

### **STEM Honors Creative Writing**

Grade Levels: 9,10,11,12 Prerequisite: Approval by Mr. Garcia

The STEM Honors Creative Writing course is aligned to the North Carolina Essential Standards for Biotechnology and Agriscience and English Language Arts. This course is a semester in length. This Honors Creative Writing course is Science, Technology, Engineering, and Math focused and encourages the student to learn science concepts and techniques which will utilize skills that are needed for careers in STEM related fields. Students utilize 21st Century Learning Skills and technology as they complete Project Based Learning tasks associated with the specific Engineering Grand Challenge. By focusing on the Multi-Purpose Gas Mask Grand Challenge and the Fallout Shelter Grand Challenge, students are asked to critically assess the biological threats in a region to develop protective solutions for civilians who have the potential to be impacted by biological warfare. In addition, students will explore effective research strategies to accurately and clearly deliver their findings for the purpose of marketing the solutions to the world’s governments. This course is designed to be implemented in a regular learning environment with collaborative instruction. Ideally, the delivery of instruction includes regular computer use as well as time to work on “hands-on” activities on the course iPads.

### **STEM Honors Electrical I**

Grade Levels: 9,10,11,12 Prerequisite: STEM Core and Sustainable and Approval by Mr. Garcia

This STEM Honors course covers basic electrical trade terminology and develops technical aspects of electrical trades with emphasis on development of introductory skills such as residential wiring, electrical installation, and service. Topics include basic electricity, electrical circuits, electrical theory, electrical construction codes and practices, the National Electrical Code, the use of test equipment, and electrical hand and power tools. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. Skills USA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills.

### **STEM Forensics**

Grade Levels: 11,12 Prerequisite: Physical Science or Chemistry, Approval by Mr. Garcia

This Forensic course is Science, Technology, Engineering, and Math focused and encourages the student to learn science concepts and techniques which will utilize skills that are needed for careers in STEM related fields. Students utilize 21st Century Learning Skills and technology as they complete Project Based Learning tasks associated with the specific Engineering Grand Challenge. This course is designed to be implemented in a regular learning environment with instruction delivered by a highly-qualified high school science teacher. Ideally, the delivery of instruction includes regular computer use as well as time to work on “hands-on” activities and the course on Haiku with the iPads.

### **STEM Honors Health Science I**

Grade Levels: 9,10,11,12 Prerequisite: Approval by Mr. Garcia

This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems.

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## **LIBRARY SCIENCE**

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### **Library Science**

Grade Levels: 10,11,12 Prerequisite: Approval of Librarian, Recommended Overall “B” average

Library Science teaches students about the operations of a school library. It gives students the opportunity to locate and use a variety of print and non-print information resources. They will experience and appreciate a wide variety of reading, listening, and viewing resources. Students are able to use and improve their writing skills, develop “people skills” that will assist them in the marketplace and work on their critical thinking skills, too! This class will encourage the skills needed for success in the 21st Century. Students are expected to be able to work independently. Grades are based on a combination of written work and practical application. Interested students should see Jill Whitson for an application.

## HELP DESK ELECTIVE

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### **Help Desk Technician**

Grade Levels: 10,11,12 Prerequisite: Principal or Coordinator Approval

Assist help desk coordinator in the diagnosis and repair of student devices. Students should be reliable, and interested in computers.

## WORLD LANGUAGE

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### **Spanish I**

Grade Levels: 10,11,12 Prerequisite: None

This course is an introduction to the study of the target language and its culture. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible.

### **Spanish II**

Grade Levels: 10,11,12 Prerequisite: Spanish I

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing.