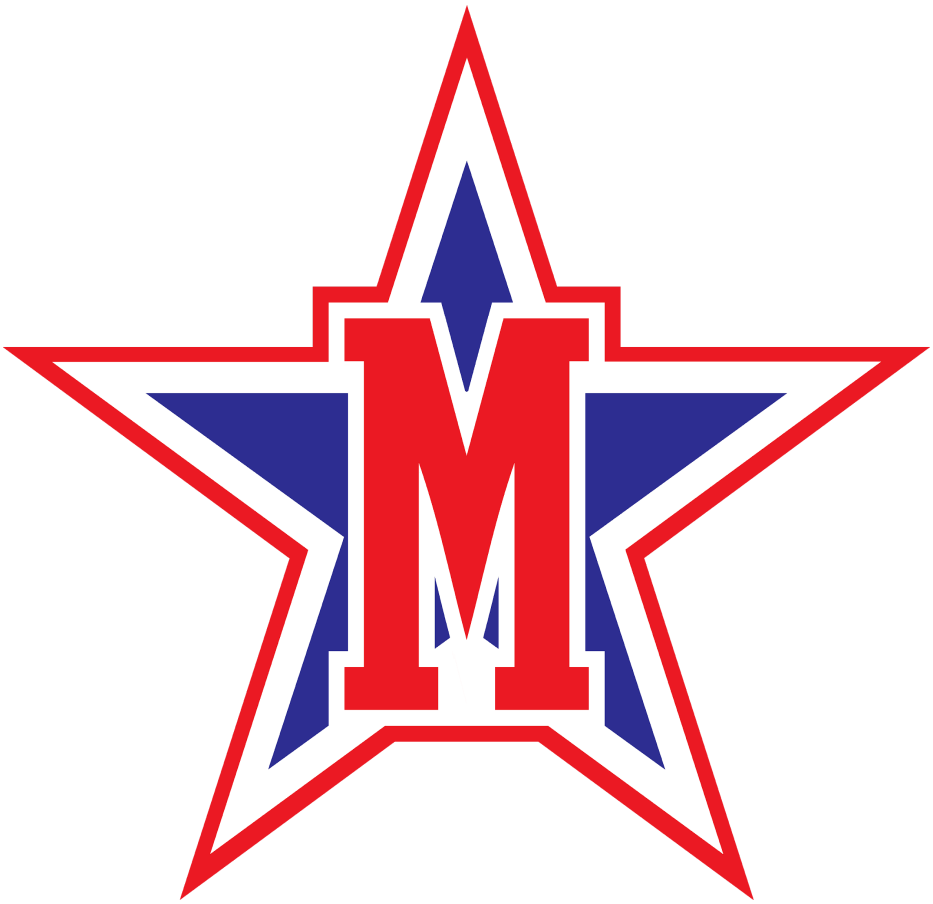
McDowell High School
Course Guide
2025 - 2026



Vision and Mission Statements

Vision Statement: All students will graduate with a plan for a successful future.

The mission of McDowell High School is to prepare all students for college and careers by providing world class opportunities through rigorous learning, experiences, and technology. As a community we will inspire students to achieve a successful future through goal setting, responsibility, organization, tolerance, and interpersonal communication.

🔍Use CTRL + f to Search the Course of Study directly

Table of Contents

INSTRUCTIONS TO STUDENTS

1. Read and study your Course of Study book carefully.
2. 🔍**Use CTRL + f to Search the Course of Study directly or visit the Table of Contents**
3. Set up for yourself a desired course of study for each year you have in high school. The courses you select should be based upon the vocation or profession you plan to follow after completing high school.
4. Class changes will not be made after the semester begins except in emergencies. See procedures for class changes.
5. Make certain that the required courses have been completed before selecting elective courses.

Please follow these instructions carefully:
Please do not hesitate to ask teachers, counselors, and administrators for assistance if there is any confusion about courses.

REGULATIONS FOR REGISTRATION

1. Freshman, Sophomores and Juniors must take **4** credit classes each semester.
2. Students may sign up for only one (1) P.E. course, either as a first choice or as an alternate, per semester.
3. All math classes are sequenced. Before registration your math teachers will give you a recommendation for your next class. Click here to view the Math Flow Chart. Consult the math flow chart located in the math section of this book.
4. If you fail a course, you may repeat the entire course through Academic Credit Recovery for the following year.
5. A loss of credit in a class does not reduce the obligation to attend, participate, or cooperate in the class.
6. **Sophomores** may register for MTCC courses in the **spring semester ONLY**. AIG placement and approved standardized test scores required for college transfer. Career pathway classes will require EOG and EOC approved scores. The chosen MTCC course MUST be housed on the MHS campus or an online section of the course.
7. **Juniors and Seniors** may register for McDowell Technical Career and College Promise Program.
    a. Students must meet with their counselor.
    b. Student may have to take the placement exam
    c. These course do affect class rank and GPA at MHS
    d. **If a student drops a MTCC course during the semester, the student will receive a "F" on his/her MHS transcript - every course a student takes at MTCC will also be listed on their high school transcript.**
    e. * Any student who takes a MTCC online or in person at MHS must remain in the MTCC classroom or the lower section of the MHS Media Center. These two areas have been designated for MTCC students.

8. Seniors
    a. Seniors must take three (3) units for credit per semester if they are an athlete
    b. Only seniors may register for early release
    c. The following regulations will be observed concerning work release:
        1) A student shall not be permitted to miss academic classes for outside employment.
        2) The only students who shall be permitted to leave school early for work are those seniors taking 4th period senior release.

GENERAL INFORMATION

McDowell High School Course of Study has been designed to provide students with an excellent foundation upon which to enter a variety of secondary careers: colleges and universities; community/technical colleges; military; or other work related training programs. Students and parents are responsible for making wise course selections that will meet graduation requirements and prepare students for the future. Counselors, administrators and teachers will assist students in making choices that will optimize academic success.

This course catalog contains much of the information required to make good decisions. Please review descriptions and graduation requirements carefully. Once course selections and alternatives have been chosen, students are expected to follow that course of study for the next year.

Administrators

Mrs. Melora Bennett
Principal

Ms. Heather Jimenez
Assistant Principal

Mr. Eric Cole
Assistant Principal

Mrs. Jennifer Wallace
Assistant Principal

Dr. Kenneth Samuelson
Assistant Principal

Counseling Department

Patrick Halsell
Last Names A-D

Lindsay Williams
E-K

Monica Veronie
L-Q

Ra'Chelle Roberson
R-Z

Curriculum

Ms. Heather Jimenez
Assistant Principal

Bus Transportation

Dr. Kenneth Samuelson
Assistant Principal

Testing

Mrs. Jennifer Wallace
Assistant Principal

CTE Department

Kendall Waugh
Career Development Coordinator

Kellie Grindstaff
CTE Instructional Coordinator

Media & Technology

Ms. Cris Higginbotham
Digital Learning Coordinator

Driving Requirements

Licenses: According to NC statutes, a student must pass three (3) courses each semester to keep his permit or license. At the end of each semester, permits and licenses will be revoked by DMV for those students not passing three (3) courses. If a student takes four (4) courses, then he must pass three (3) to keep his permit or license. If a student only takes three (3), then she must pass all three (3). Loss of credit is counted as a failing grade until an appeal is granted or until the completion of enrichment.

Drivers Education

Driver education cannot be taught during the school day. Therefore, the classroom work will be done during the summer, after school and on Saturdays. Those students taking driver's education during the summer will be notified before the end of their current school year as to the date and time of their driving class. The classroom work will be scheduled according to birth date, with the oldest being first. The behind-the-wheel driving will also be scheduled according to birth date and will be arranged later. Those students not enrolled during the summer will be scheduled for classes after school and on Saturdays. Each student will have thirty (30) hours of classroom instruction and six (6) hours of behind-the-wheel driving. If a student is absent for more than (2 class period) class , he/she will lose credit for the course. A student who drops or fails may not re-enroll in a driver's education course in the school system.

More information about Driving Requirements and Drivers Education

Requirements for All Athletes

ALL student athletes are required to meet the following eligibility requirements:

- Pass three (3) courses in the preceding semester in order to be eligible for any sport.
- Be in attendance at least 77 out of 90 days.

(Summer school work used to make up part of the minimum load may be applied to complete eligibility requirements for the fall semester.)

Failing Grades

Students may not remove failing grades from their grade point average by repeating and passing the courses failed. All attempts made to pass courses will appear on the students' transcripts. There are opportunities for credit recovery during the school year and during the summer. Courses that are taken through these means will receive a Pass/ Fail final grade which will not affect the student's GPA. Failing grades can only be removed/suppressed if the course is repeated.

Schedule/Class Changes:

Students register for both semesters (terms) of the coming year. The following procedures should be observed concerning schedule and/or class changes: **Schedules will only be changed to balance courses or for misplacement.** We give you the opportunity to choose your courses with alternates. We then build our schedule based on your choices. CHOOSE WISELY!

Contact McDowell High School Administrative or Counseling Offices at 652-7920.

1. Requests to balance schedules between academic and elective classes will be approved, if possible.
2. Requests for class changes for spring semester will be taken until December 1. See your counselor for options.
3. Requests for specific teachers or specific periods will **not** be approved.
4. No class changes will be made after the 10th school day of each semester except changes that are determined to be necessary by the school administration. Exceptions include the following reasons: computer error, course failure, graduation requirement for senior and/or misplaced in a course

Honors/AP Courses

Guidelines for Weighted Courses

Standard Courses of Study at McDowell High School are designed to meet the needs of any and all students who elect to enroll in the course provided the students perform the tasks, projects, and assignments required by the teacher and provided the students attend class regularly. College preparatory skills are part of these courses.

Advanced courses are offered in English, Social Studies, Math, Science, Foreign Language, Band, CTE and Art. These provide a greater depth of study and require additional preparation time, requirements, and concentration by the student. Reading lists are required in most of these courses. These courses are open to all students provided they accept additional expectations as to the quality and quantity of their course work both in the classroom and in preparation for class activity. Students may wish to consult with their present teachers as to the advisability of taking these courses.
A weighted GPA, however, will determine class rank. The following courses will be weighted by adding .5 or one points on the 4.0 scale:

Advanced Placement Courses (AP)

In 2021-2022 McDowell High School will offer thirteen Advanced Placement courses. This is a national cooperative educational endeavor offering college level course work at the secondary level. Participating colleges grant credit and appropriate placement to students who have done well on the AP examinations. All MHS students are eligible to take these courses if they meet grade level and prerequisite requirements. All students enrolled in the class will be encouraged to take the AP exam given each year in May.

Advanced Placement Courses – One (1) Point added to GPA

Math	Science	English	History
AP Calculus AB	AP Environmental	AP English Language and Composition	AP World History
AP Calculus BC	AP Biology	AP English Literature and Composition	AP Human Geography
AP Statistics	AP Chemistry		AP US History
AP Computer Science	AP Physics		AP US Government & Politics
			AP Psychology

Courses will be categorized as standard, advanced or Advanced Placement (AP). However, the unweighted grade point average will be computed on a straight 4.0 scale.

Honors Courses – .5 Point added to GPA

Honors English I (9th) Honors English II (10th) Honors English III (11th) Honors English IV (12th) Honors Spanish III Advanced Debate Advanced Civics & Economics Advanced U.S. History Advanced Competition and Debate Advanced Placement Psychology Advanced American History I Advanced American History II Honors World History MTCC College Transfer Courses Honors Defining the American Experience Through Literature Theater Arts IV Honors ALL CTE courses may be taken for Honors credit; These CTE courses are Inherently Honors (all enrolled students will receive Honors credit) Accounting II Early Childhood Education II Pharmacy Technician Veterinary Assisting	Statistics Honors Math II Honors Math III Honors Advanced Functions & Modeling Advanced Pre-Calculus Honors Discrete Honors Earth and Environmental Honors Biology Honors Chemistry Honors Physics Advanced Earth Systems and Ecology Advanced Zoology Advanced Anatomy and Physiology Advanced Topics in Environmental Science Honors Art III Honors Art IV Honors Band Honors Band Percussion Honors Color Guard Honors Concert Band Honors Wind Ensemble Honors Multimedia Journalism III Honors Multimedia Journalism IV Honors Yearbook III Honors Yearbook IV

Weighing Scale Information

Grade	AP	Advanced	Standard
A	5	4.5	4
B	4	3.5	3
C	3	2.5	2
D	2	1.5	1
E	0	0	0

Magna Cum Laude Graduates

The top 2% of the students of the graduating class will receive special recognition at graduation ceremonies. This list will be finalized after 1st semester of senior year. Valedictorian and salutatorian will be finalized after 2nd semester of senior year.

Career & College Promises Courses - College Transfer Associate Pathways - One (1) Point added to GPA

Associate in Arts
Associate in Engineering
Associate in Nursing
Associate in Science
Teacher Preparation Associate of Arts
Teacher Preparation Associate of Science

** More information about CCP courses through McDowell Technical Community College below.

MHS Options

North Carolina Academic Scholars Program

Credits	NC Academic Scholar Program Requirements
4	English I, II, III, IV
4	Mathematics (should include Math I, Math II, Math III, and a higher level math course with Math III as prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as prerequisite)
3	Science (a Physics or Chemistry course, Biology, and an Earth/Environmental Science course)
4	Social Studies (World History, Civics & NC Literacy, American History, and Economics and Personal Finance
1	Health and Physical Education
6	Two (2) elective credits in a second language required for the UNC System. Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area
3	Higher level courses taken during junior and/or senior year which carry 5 or 6 quality points such as: ❏ AP ❏ IB ❏ Dual or college equivalent course ❏ Advanced CTE/CTE credentialing courses ❏ Online Course ❏ Other honors or above designated courses

Students must:

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

UNC ADMISSIONS REQUIREMENTS

(MINIMUM UNDERGRADUATE ADMISSIONS REQUIREMENTS AT ALL 16 CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA)

Any student graduating under the Future Ready Course of study meets the UNC minimum admission requirements if he/she opts for two units of the same foreign language. It is recommended that prospective UNC students take one (1) foreign language course unit and one (1) mathematics course unit in the twelfth grade.
Individual constituent institutions may require other courses in addition to the minimum requirements. Therefore, prospective students should refer to college websites and contact the admissions offices of any institutions to which they plan to apply. In determining the admissibility of each applicant, constituent institutions also consider factors other than courses completed, such as high school grades, rank in class, scores on college entrance examinations, and recommendations.

The University of North Carolina is composed of the following constituent institutions:

Appalachian State University
East Carolina University
Elizabeth City State University
Fayetteville State University
North Carolina Agricultural and Technical State University
North Carolina Central University
North Carolina School of the Arts
North Carolina State University
University
UNC at Asheville
UNC at Chapel Hill
UNC at Charlotte
UNC at Greensboro
UNC at Pembroke
UNC at Wilmington
Western Carolina University
Winston Salem State

Requirements for Graduating Classes 2024 and Beyond for Future Ready Core

Credits	Future- Ready Course Course of Study
4	English I, II, III, IV
4	Mathematics (should include Math I, Math II, Math III, and a higher level math course with Fourth Math Course is to be aligned with the student's post high school plans
3	A Physical Science course (Physical Science, Physics or Chemistry) Biology, and Earth/Environmental Science
4	Social Studies (World History,United States History OR AP US History , Civics and North Carolina Literacy OR AP Government & Economics, Economics and Personal Finance)
1	Health and Physical Education
6	Two (2) elective credits of any combination from either: CTE, Art OR World Language Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area
6	❑ 6 other elective credits of student's choice

28 Total Units of Credit

**Second Language is not required for graduation. However, it is required to meet minimum application requirements for the UNC College System.*

Dual Enrollment

TAKE ADVANTAGE OF AN OPPORTUNITY TO EARN COLLEGE CREDIT

All 58 community colleges in North Carolina have the same guidelines for students to receive college credit for courses taken at the high school level. This enables students and parents to save money, and also enables students to receive a two-year associate's degree in less time.

Students may receive college credit by taking Career and Technical classes at McDowell High School and by meeting the following criteria:

- Grade of B or higher in the vocational course taken.
- A raw score of 93 or higher on the standardized Career/Technical Education End of Course test.
- Students must enroll at a community college within two years of their high school graduation date.
- See your counselor for more information.

👉Dual Credit Options for Career and College Promise MTCC/MHS

Please see your counselor for details about courses that qualify for college credit!

Sophomores may register for MTCC courses in the spring semester ONLY. AIG placement and approved standardized test scores required for college transfer. Career pathway classes will require EOG and EOC approved scores. The chosen MTCC course MUST be housed on the MHS campus or an online section of the course.

McDowell Technical Community College

Effective January 1, 2012, McDowell Technical Community College authorized by the State Board of Community Colleges will begin offering Career and College Promise Pathways.

Career and College Promise provides seamless dual enrollment educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. North Carolina community colleges may offer pathways aligned with K-12 curriculum and career and college ready standards adopted by the State Board of Education:

* A Core 44 College Transfer Pathway leading to a minimum of 30 hours of college transfer credit
* A Career and Technical Education Pathway leading to certificate, diploma or degree
* A Cooperative innovative High School Pathway

The Pathways are designed for students who are enrolled within their Junior or Senior years of high school. For additional information concerning the Pathways, please contactDr. Beverly Watts at 828-652-0669 or Betsy Ruiz at 828-652-0621. .

Classes will be offered at MTCC, online, and at McDowell High School. PLEASE NOTE: Students have one week to withdraw from a MTCC course once the semester has started without penalty at the high school. **Students will then be required to enroll at MHS for an elective course OR if student has enough credit, they can have release. Students who withdraw from a MTCC course after the first week, will receive an F on their high school transcript. MTCC may choose to give a WP (withdraw passing) or a WF (withdraw failing).**

College Transfer and Career Pathways:
NC Career & College Promise Operating Procedures, College Transfer Pathways and Frequently Asked Questions can be accessed at NC CCP Pathways and Information.

***The principal will base his/her decision to approve your enrollment based on your grades, attendance, and behavior while enrolled as a student at McDowell High.**

All students registering for MTCC courses must meet eligibility requirements prior to enrollment with a high school unweighted, cumulative GPA of at least 2.8 or with qualifying test scores on a standardized test (Pre-ACT, ACT, PSAT, or SAT). At the discretion of the principal, CTE students may be allowed to submit a Letter of Recommendation in lieu of a qualifying GPA or test scores. Alternates must be selected for each MTCC course in the event that students must be placed in alternate courses due to ineligibility.

Articulated Credit

Through the McDowell Articulation Program (MAP), students may be able to transfer or "articulate" high school Career Technical Education credits to McDowell Technical Community College. State and local agreements allow graduates from McDowell High School to simply "request" credit using the Application for Articulated Credit. The form requires students to provide CTE post-assessment scores and final grades for Career Technical Education credits. To receive articulated credit towards a program of study at McDowell Tech, students must have a minimum score of 90 or 93 (depending on the course) on their CTE post-assessment exam and at least a B for the final grade in the course. To receive articulated credit, students must enroll in a related program in the community college within two years of their high school graduation date. The following MAP outlines the courses that articulate between McDowell High School and McDowell Technical Community College.

Distance and Virtual Learning

NCVPS offers an array of online courses that will be offered on-site at MHS through a classroom environment with a facilitator. Through web-based learning students must have basic computer skills to complete discussion boards, email, file exchange, collaboration of groups and online testing. Students will also communicate with other students and their instructor through whiteboards, text-based chat, Net Tutor and telephone. Students interested in NCVPS should have the following characteristics: academically self-motivated, responsible for their learning, read and write at grade level and possess time management skills to work independently.

Possible courses include:
German I & II
Japanese I & II
Russian I & II
Latin I & II

For more information about NCVPS, please click **here.**

North Carolina School of Science and Mathematics

NCSSM is part of the University of North Carolina System as a public, 2 year residential high school. Talented Juniors and Seniors live on campus at either the Durham or Morganton Campus in a learning community. This helps students grow as leaders, discover their possibilities and capitalize on their potential. Eligible applicants can apply October - January of their Sophomore year. If you are interested in attending NCSSM, schedule an appointment with your counselor or Mrs. Gross.

In addition to the residential program, NCSSM offers Online courses as well as summer ventures programs. There is no application fee or cost for tuition, meals, room/board or textbooks for these programs. In order to be considered, you must meet eligibility requirements and complete the application process on time.

NCSSM also offers Connect courses. These courses are taught by NCSSM faculty and are available to all students as online, synchronous courses. Any student interested in taking NCSSM Connect Courses need to see your counselor! You can view the course offerings here.

McDowell County Schools Online Courses
Credit: 1 Unit
MCS teachers offer several different online courses so that you can take a course at night in the morning, or during the day. Through web-based learning, students will use Canvas LMS to complete assignments, discussion boards, emails, etc. These courses offer flexibility in scheduling, yet students can still arrange to meet and see their teacher if they are struggling in courses. Students can choose from the following courses:

Honors Civics and NC Literacy
Economics and Personal Finance - Summer only, if enough interest

Please meet with a counselor if you are interested in an online class.

High School Checklist

NINTH GRADE

- ❑ Talk with your counselor.
- ❑ Review requirements for graduation and college entrance requirements.
- ❑ Make a four-year plan and make any needed adjustments.
- ❑ Talk with teachers and community members about career interests.
- ❑ Participate in extracurricular activities---clubs and sports.
- ❑ Start a list of all jobs, volunteering services, club activities and create a resume.
- ❑ Remember that class rank and grade point average is calculated beginning in ninth grade.
- ❑ Realize that weighted courses are good for college preparation and for increasing your grade point average.
- ❑ Create a College Foundation account. www.cfnc.org

TENTH GRADE

- ❑ Schedule an appointment with your counselor to discuss credits earned/needed and future goals.
- ❑ Continue to talk with teachers and community members about career interests.
- ❑ Participate in extracurricular activities, especially those related to career interests.
- ❑ Check into internship opportunities, job shadowing and apprenticeship options.
- ❑ Consider visiting college campuses and gather information on Career Certificate Course Options offered through MTCC.
- ❑ Consider McDowell Technical Community College Classes. Take placement exam.
- ❑ Take community college placement test, sign up at MHS or call MTCC.
- ❑ Take SAT preparation course and take other challenging courses.
- ❑ Participate in the PLAN assessment. This assessment could be used in place of the MTCC placement test.
- ❑ Update account at www.cfnc.org
- ❑ Sign up on www.collegeboard.com to receive SAT Question of the Day.

ELEVENTH GRADE

- ❑ Continue to meet with your counselor to review your progress toward a diploma and career interests.
- ❑ Continue to talk with teachers and community members about career interests.
- ❑ Participate in extracurricular activities, especially those related to career interests.
- ❑ Seek opportunities for leadership positions in extracurricular activities, in the classroom, and in the work world.
- ❑ Apply for courses at McDowell Technical Community College—also Career Certificate course options.
- ❑ Prepare for and practice interviewing skills.
- ❑ Keeping adding to your resume.
- ❑ Take community college placement test (if not already taken).
- ❑ Take PSAT in October for National Merit consideration.
- ❑ Take the SAT/ACT at least once during the year.
- ❑ Check college websites for specific requirements and deadlines for submitting applications.
- ❑ Update account at www.cfnc.org
- ❑ Visit college campuses.

TWELFTH GRADE

- ❏ Schedule a meeting with your counselor early in the school year to review requirements for graduation, credits earned toward a diploma and discuss career goals.
- ❏ Continue dialogue with teachers and community members about career goals.
- ❏ Continue participation in extracurricular activities, especially those related to career choice.
- ❏ When possible, assume leadership positions in clubs, activities, classes and work.
- ❏ Continue with and complete courses at the community college (MTCC).
- ❏ Prepare resume, college applications and practice for job interviews.
- ❏ Take community college placement test (if not already taken).
- ❏ Check counseling website weekly for scholarship possibilities.
- ❏ Attend financial aid workshop.
- ❏ Check college application and scholarship deadlines.
- ❏ Participate in free college application day (FAFSA).
- ❏ Take the SAT/ACT.
- ❏ Update account at www.cfnc.org
- ❏ When accepted at more than one college, make your decision, send your acceptance, and notify other schools of your decision as soon as possible. Also, let your counselor know of your decision.
- ❏ Complete request for final transcript to be sent to your chosen college.
- ❏ Bring a copy of your acceptance letter and all scholarship money offered to you for your counselor.
- ❏ Create a personal email account to use for college and career correspondence
- ❏ Begin organizing your MCS Google Drive in preparation for graduation and transfer any documents, files, etc. over to your personal account that you would like to keep.
- ❏ Helpful Resources
    - ❏ McDowell High School
    - ❏ College Foundation of North Carolina
    - ❏ Free Application for Federal Student Aid (FAFSA)
    - ❏ College Board - SAT, ACT, Professional Exams
    - ❏ McDowell Tech Placement Test Prep
    - ❏ North Carolina Career Resource Network

🌟MHS COURSE OFFERINGS🌟

ENGLISH/LANGUAGE ARTS

⭐Denotes courses that are also offered at an Honors Level

REQUIRED COURSES

Please Note: Honors English courses are designed to challenge and improve students' academic abilities through a rigorous focus on reading and writing geared toward student success at the university level. It requires that students read and analyze an extensive amount of literature and craft comprehensive essays and reflections that thoughtfully examine the literature. Students will be expected to read multiple texts independently and participate in analytical discussions. Students will be introduced to research skills, MLA formatting, and literary analysis in English I. These skills will be expanded and refined with each additional level of honors English.

English I ⭐
English 1 is a comprehensive English course of literature, composition and language. The study of literature includes reading and comprehending a wide variety of literary forms and developing strategies needed to analyze literary text. English 1 will instruct on the foundations of writing, including but not limited to developing a coherent and concise response to a prompt and developing correct sentence structure. We will use this course to enhance the foundations needed for more complex English courses.

English II ⭐
English II is a continuation of skills application from English I. The main focus of the course is analyzing literary elements in fiction, nonfiction, and poetry. Students will read a variety of diverse literature in each genre with an emphasis on global perspectives. Student writing will include literary analysis, argumentative and narrative assignments. In English II, students will also be introduced to research skills and MLA format, particularly at the Honors level

English III ⭐
This standard level English course for juniors introduces literary American perspectives focusing on literature from the 17th century through the 20th century. Students read fiction and informational texts. The course exposes students to a large selection of work by various authors. Composition emphasis is on analyzing literature, informational writing, and other various types of exposition. Students continue learning research skills and

utilizing MLA format. Vocabulary and grammar studies focus on SAT/ACT preparation.

English IV ⭐
This senior level course focuses on British and European (Western, Southern, Northern) literature, including at least one Shakespearean play and texts influenced by European philosophy or action with attention to historical relevance. A systematic review and refinement of grammar and usage are stressed in oral and written composition. Emphasis is on argumentative, expository, and narrative writing with particular attention to literary analysis. Preparation for college by way of classroom instruction and participation in College and Career Ready Graduate program are essential aspects of the course.

ADVANCED PLACEMENT LANGUAGE ARTS COURSES

AP English Language and Composition (Advanced Placement)
Taken in lieu of Eng III
Open to Grades 11, 12
This course is a semester-long course, and is recommended after Honors English III. This class focuses on rhetorical analysis and the art of argumentation, emphasizing and developing a mature personal writing style. While this course primarily focuses on non-fiction texts, students will encounter some short fiction. Students will strengthen their writing skills through independent writing activities, such as various timed writing assignments, argumentative essays, and rhetorical and literary analysis essays. Students will be encouraged to examine societal issues from multiple perspectives and participate in Socratic seminars and in-class debates. Students will also complete frequent practice tests, including essay responses and multiple-choice questions similar to the AP Exam. This course is designed to be equivalent to a college-level course, and students will be expected to complete college-level work while demonstrating self-efficacy and effective time management.

AP English Literature and Composition (Advanced Placement)
Taken in lieu of Eng IV
Open to Grades 11, 12
This course is a semester-long course and is recommended after Honors English III or AP Language and Composition . In order to be successful, the College Board recommends “students should have access to academically challenging coursework before they enroll in AP classes.” In addition to the skills developed in traditional Advanced Junior and Senior Literature Courses, this college level course seeks to achieve two ends:to make students more perceptive and subtle readers of texts and to (in the words of the AP English Literature Course Description) “deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers.” Students will be independently reading multiple novels and college level texts and will be completing college level analysis of these texts through classroom discussion and literary analysis essays. Students should expect to develop mastery of their own writing processes, particularly their ability to reconsider and revise their own work. In addition to independent reading, students will draft several essays each grading term and take them through the revision process. Successful completion of the course will require a strong personal commitment from the students enrolled.

ENGLISH/LANGUAGE ARTS ELECTIVES

Will not meet English/Language Arts requirements for graduation

Journalism I
Open to all grade levels. (Application Required)
This course is designed to acquire the skills necessary to be a future-ready individual, as both a responsible consumer and creator and work as a team. Individuals will begin to understand the role of a journalist, media literacy, and are required to contribute to school publications. All students must be willing to successfully work both as a team and independently including problem solving, collaboration, communication, critical thinking, writing, and multimedia skills, all of which are important for any future career. All students will contribute story ideas for consideration in the school's digital content. In addition, this includes an introduction to evaluating sources of information, sharing that information and interacting with others in both physical and online communities.

Journalism II (Instructor Approval Only)
Open only to 10th - 12th grade students
This course will cover advanced techniques for news writing, editorial writing, feature writing, and special news coverage (sports, meetings, etc.). All students will submit and contribute digital content for the school and broader community audience. Students will also participate in web design and photography. Students will continue building upon skills learned in level I. They will study specialized writing (editorial writing, features, sports), multimedia presentation techniques such as blogging, and video feature production. Students taking this course will contribute story ideas for consideration to Titan Media Productions by meeting weekly deadlines.

Journalism III Honors (Instructor Approval Only)
Open only to 11th & 12 grade students
Honors Multimedia Journalism III builds on the writing, photography, videography, and production skills learned in previous journalism classes. In addition to weekly deadlines for Titan Media Productions, students taking this course must take on an additional responsibility (Editor, Assistant Editor, Sports Editor, Editorial Cartoonist, Digital Media Specialist, etc.) Honors students would also conduct independent research into journalism ethics, communication law, Associated Press style, and newspaper history. Students taking this course will be expected to have the necessary skills to take a leading role in the productions and publications for Titan Media.

Journalism IV Honors (Instructor Approval Only)
Open only to 12th grade Editor Position
Honors Multimedia Journalism IV students are directly responsible for the multimedia production of Titan Media Productions. Students taking this course should be experienced in news and editorial writing, video production, photography, and multimedia presentation and will assist in management of Titan Media Productions staff, create assignments, teach reporting and production skills, and take responsibility for the content of productions/publications. Students must also complete a variety of research projects on multimedia news, law, and ethics.

Creative Writing I
This is a survey course that covers composition techniques for fiction and poetry. Nine weeks are spent on each genre. Students will keep a handwritten journal and use it to build larger projects each quarter. Students will also participate in project workshops, poetry slams, and class presentations.

Creative Writing II - Prerequisites: Creative Writing I
In Creative Writing II, students will choose an area of creative writing on which they will focus their semester. They can choose from poetry, songwriting, short fiction or nonfiction. Students will create a plan for their course of study and adapt it as needed throughout the semester. Completed projects will be critiqued in full-class workshops. Students will complete reading

assignments, and discuss various intermediate and advanced writing techniques.

Creative Writing III – Creative Writing II and Instructor Approval
Creative Writing III is a course for writers who are serious about building advanced skills and publishing. Students will create a project of significant length and complexity and submit it for a full-class workshop. Students will conduct in-depth studies of at least two literary movements which influence their writing style and participate in detailed discussion of poetry, short fiction, and scholarly articles about writing.

Creative Writing IV - Honors
Prerequisites: Creative Writing III and instructor approval
Creative writing IV is a course for writers who would like to continue building advanced skills and creating publishable work. Students will create projects of significant length and complexity and submit them for full-class workshops. Students will conduct in-depth research studies of at least two literary movements which influence their writing styles, and they will participate in detailed discussions of poetry, short fiction, and scholarly articles about writing. Students are also expected to submit work for writing contests and publication.

SOCIAL STUDIES

⭐Denotes courses that are also offered at an Honors Level

REQUIRED COURSES

World History ⭐
Grade 9 & 10
This course allows students to explore recurring themes of human experience common to civilizations from around the world. It involves the ideas, discoveries, and beliefs that have formed and nurtured civilization. Students will examine the background of important events, ideas, movements, and people that have contributed to today's patterns of living from 1200 to modern day. Topics include: emergence of Mongols, international trade, the transition from cultural isolation to globalization and beyond, the modern nations, the development of industrial society, World Wars and the rise and fall of the Cold War, the emergence of globalization, and the growth of technology in the modern world.

American History ⭐
Grade 11
This course will develop student understanding of how early events shaped our country today, beginning with the French and Indian War through modern times. Students will examine historical and intellectual origins of the United States, while learning about important political and economic factors that contributed to the development of America. Students will be guided as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that conflict led to the Civil War, and the consequences of the Civil War. Students will continue to study political, economic, and social events related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements. Students will study geographic influences on major historic events and causes and effects of the Great Depression, examine modern constitutional issues, evaluate the relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Content will be used as the context to develop skills in thinking, writing, inquiry, and historical analysis. .

Founding Principles of the United States and North Carolina: Civic Literacy ⭐
Grade 12
Civic Literacy is a survey course emphasizing the American government. This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens. Through the integration of inquiry-based learning, students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues, and claims in order to communicate ideas and take action to effect change and inform others. Skills will be advanced in reading and writing, analysis of primary sources and a greater variety of independent and rigorous class activities such as discussion, debate, and projects will be offered.

Economics and Personal Finance ⭐

Grades 10, 11 and 12

This course instructs students on how to navigate financial decisions they will face when becoming an active citizen. This course gives students a deeper understanding of economic issues that affect their everyday lives. Students learn how economics and markets operate and how the United States economy is interconnected with the global economy. The students learn how to make informed decisions in relation to career exploration, budgeting, banking, credit, insurance, taxes, savings, investing, buying a vehicle, and living on their own. By developing these financial literacy skills and an understanding of basic economic principles students will obtain the knowledge needed to become a responsible citizen and be successful in their future careers.

ADVANCED PLACEMENT COURSES IN SOCIAL STUDIES

(Advanced Placement (AP) courses are rigorous, college-level courses that are taught at an intense pace and involve much preparation and commitment outside of the classroom.)

AP World History: Modern

Grades 9 and 10

This is an introductory college-level modern world history course. Students will cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. A special emphasis will be given to preparation for the National AP Exam, including historical writing through essay and document-based questions (DBQ) as well as objective evaluations. **A.P. World History Modern satisfies the graduation requirement for World History** (pending approval). **Students who take the course must pass a local final exam to receive credit for the course and are expected to take the AP World History: Modern exam in the spring.**

AP Human Geography

Grades 10, 11, 12

This semester-long course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will employ spatial concepts and landscape analysis to examine social organization and its environmental consequences. In addition, students will also learn about the methods and tools geographers use in their science and practice. After successfully completing the course students should have developed skills that enable them to use and think about maps and spatial data, understand and interpret the implications of associations among phenomena in places, recognize and interpret at different scales the relationships among patterns and processes, define regions and evaluate the regionalization process, and characterize and analyze changing interconnections among places. **AP Human Geography counts as an elective course and students who take the course must pass a local final exam to receive credit for the course.**

AP Psychology

Grades 10, 11, 12

This course is an introductory college-level psychology course. Students will cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like 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. This course is open to students who took psychology in the past and students who did not. **Students taking this course must pass a local final exam to receive credit for the course and are expected to take the AP Psychology exam in the Spring.**

AP United States Government & Politics

Grade 10, 11, 12
AP US Government and Politics provides a college-level non partisan introduction to key political concepts, ideas, institutions, policies, interactions, roles and behaviors that characterize the constitutional system and political culture of the United States. Students will study US foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Students will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. **Students taking this course will satisfy their Civic Literacy requirement (Class of 2024). Students must pass a local final exam to receive credit for the course and are expected to take the AP United States Government and Politics exam in the Spring.**

AP United States History
Grades 11, 12
This course satisfies the state requirement for American History. In AP U.S. History, students Investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity: work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. Students should be able to read a college-level textbook and write grammatically correct, complete sentences. Passing the AP U.S. history exam (from College Board) will earn a college credit at most accredited colleges and universities. **Students that take this Course must pass a local final exam to receive credit for the course and pass the AP United States History Exam in the Spring.**

AP United States History (Online, Year Long, 5th Hour)
Grades 11, 12
This course satisfies the state requirement for **American History** and
is for students who are self-motivated and have good time management skills. This course is taught 100% online and requires meetings after school 1 -2 times per week in addition to digital coursework. Students are afforded more time than the traditional semester long AP course to read and digest information while learning rigorous APUSH writing requirements.The AP US History course prepares Students for advanced college courses by making demands upon them equivalent to those made by full introductory college courses. The course covers the Age of Exploration to the present, while developing analytical skills and factual knowledge necessary to deal critically with the issues/events in United States History. Students will be expected to go above and beyond the standard history curriculum with research, extensive reading and writing, individual projects, and in-depth discussion. **Students must pass a local final exam to receive credit for the course and are expected to take the AP US History exam in the Spring.**

SOCIAL STUDIES ELECTIVES

Sociology (Grades 10-12)
Sociology is the study of human group behavior. This course will examine all aspects of society including topics on marriage, family, social and cultural values, and social stratification. This course will help students better understand their roles in society and the development of the social being throughout all stages of life. Many social problems such as deviant behavior, racial and gender discrimination, alcohol and drug abuse, crime and punishment, and poverty will be discussed in class.

Psychology (Grades 10-12)
Psychology is the study of individual behavior. Topics for this course will include learning and memory,

personality and its assessment, development, motivation and emotion, and states of consciousness (sleep, dreams). The study will also include group dynamics, social psychology, and new research on mechanisms of hunger and thirst, obesity, bystander apathy, alienation and interpersonal attraction. The relationship between the mind and body will also be studied as well as mental disorders and treatment methods. This is a challenging course which requires some general biology knowledge and research skills.

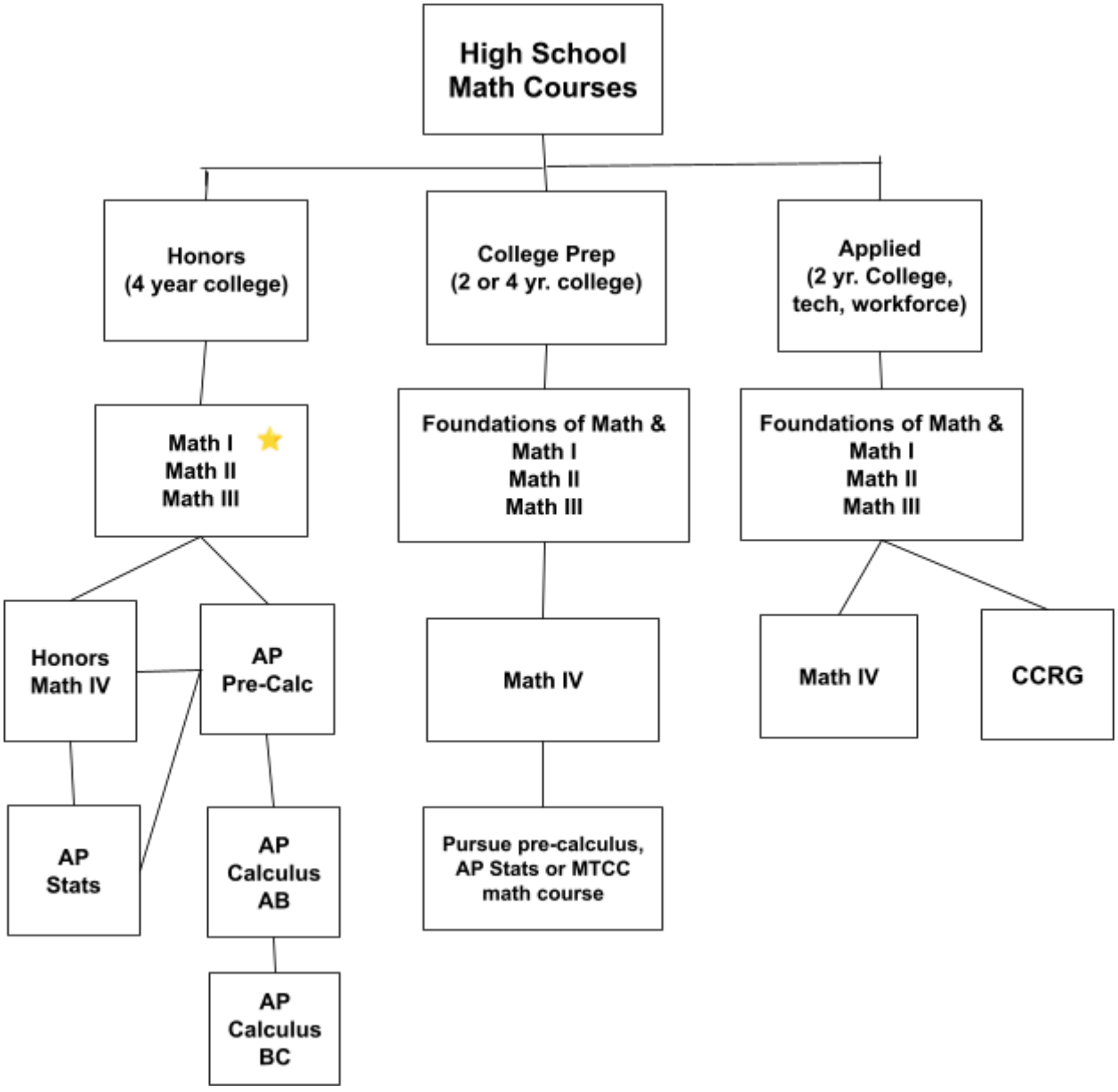
American Battlefield (Grades 9-12)

This course will acquaint students with the major military events of American history. Special focuses will include but are not limited to: highlights related to Civil Wars, WWII attacks at Pearl Harbor, and conclude with more recent history about attacks on American soil. The threat of imminent attack will be discussed such as; the Cuban Missile Crisis, Cold War, Terrorist Groups, Isis, and how these threats have shaped American politics, society, and even culture. Students will develop analytical skills by reading primary and secondary texts representing the whole sweep of American history including soldiers' letters home. Written expression will be emphasized. An emphasis is on evaluation of primary and secondary sources, and application of methods used in comparative histories clustered around these themes. This course will coincide with the NC Standard Course of Study in the areas of American History.

MATHEMATICS

Requires 4 Units for Graduation

Future Ready Math Core



⭐**Denotes courses that are also offered at an Honors Level**

Foundations of NC Math 1 / NC Math 1 - Yearlong Course

FOM 1
(Foundations will count as one of the 9th grade electives)
Foundations of Math 1 is designed to build foundational math skills that will help students be more successful and ready for Math 1, which students will take the following semester. Select algebra and geometry topics that include number sense, equations, inequalities, linear functions, exponents, and pythagorean theorem. This course has a teacher made final.

NC Math 1 - Semester Course
Math I is a course designed to address all concepts found in the North Carolina Standard Course of Study for Math I. Strong emphasis is placed on number systems and properties, operations with variables and exponents, exponential, equation solving, problem solving and manipulation of formulas. An introduction to polynomials, functions, linear systems, graphing relations and functions, equalities and coordinate geometry is also included in this course. Successful completion of this course is required for graduation.
Course has an EOC exam.

NC Math 2 - ⭐
This course satisfies the mathematics requirement of NC graduation and is suited for students wishing to attend a 2-year college or 4 year college upon graduation.
Math II is designed to continue the study of the NC Common Core State Standards for Mathematics. Course content includes the study of Geometric concepts such as congruence, right triangles, trigonometry, transformational geometry, geometric measurement, and modeling with geometry. In addition, students will continue to deepen their knowledge of Algebraic and Statistical concepts that they were exposed to in Math I. This includes interpreting structure in expressions, reasoning with equations and inequalities, analyzing and building functions, and conditional probability.

NC Math 3 ⭐
This course satisfies the mathematics requirement of NC graduation and is suited for students wishing to attend a 2-year college or 4 year college upon graduation.
This course progresses from the standards learned in Math I and Math II. In addition to these standards, Math III extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. Math III also includes the geometric concepts of conics and circles.
Course has a North Carolina EOC.

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

CCRG Math 4 (Career and College Ready Graduate)
This is a fourth level math for Seniors who have plans of going straight into the workforce or attending a community college. **This course does not meet the 4th level math requirements for a 4 year university/college.** In this course students will use a program that introduces college developmental mathematics. Students will complete tests throughout the course that will be used by community colleges to place them appropriately into their first college math course. If a community college program is their choice after high school. Completing this program in high school can save students time and money when they begin at a community college by eliminating the need for additional support or preparation classes. This material will also help prepare students for university placement tests, military technical schools, and career math needs. Teachers will also incorporate consumer math topics and skills to navigate life post graduation.

ADVANCED PLACEMENT COURSES IN MATHEMATICS

AP Pre-Calculus
The purpose of Pre-Calculus is to build upon the study of algebra, functions, and trigonometry experience in previous high school mathematics courses. The course will build on students' algebraic skills and understanding of the functions in the course. The course is designed for students pursuing careers in STEM-related fields. Students will be prepared for Calculus, AP Calculus and any entry-level college course.

AP Calculus AB (Fall Semester)
Special Note: This course may only be dropped with special permission.

AP Calculus AB is equivalent to a first-semester college single-variable calculus course, Calculus I. This course celebrates the findings of mathematicians including Newton and Leibniz. The course is broken up into differential and integral calculus. We learn the application of the derivative and integral by exploring physics principles including, but not limited to position, velocity, and acceleration of particle and projectile motion. Calculus is defined by critical thinking as well as challenge and rigor. While the course is procedural, it is also analytical. Students should have successfully completed Pre-Calculus before registering for this course. A Ti-84 calculator is required. AP Calculus AB prepares you for application to major universities.

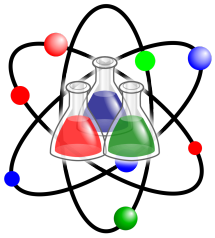
AP Calculus BC (Spring Semester)
Special Note: This course may only be dropped with special permission.

AP Calculus BC is equivalent to a second-semester college single-variable calculus course, Calculus II. This course extends beyond AP Calculus AB into topics including series and parametric, polar, and vector functions. While the course includes rigor similar to that of AB, the challenge to thinking analytically increases. This course includes procedure as well as discussion and exploration. Students should have successfully completed AP Calculus AB as a prerequisite. A Ti-84 calculator is required. Students choosing to take the correlating AP exam will receive a BC score as well as an AB subscore. Those earning passing scores may receive credit for both Calculus I and II in college. AP Calculus BC prepares you for application to major universities.

.
AP Statistics
This course introduces students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. Excellent analytical reading skills and the ability to apply mathematical concepts to real-life situations are necessary to be successful in this class. This course provides college level work in statistics and will include the topics of data analysis, probability and interdisciplinary application. Technology will be an integral part of the course, a TI-84 graphing calculator will be used daily. The syllabus will be built around broad conceptual themes: Exploring Data Observing Patterns and Departures from Patterns, Planning a Study, Deciding What to Measure and How, Anticipating Patterns in Advance, Probability and Simulation Statistical Inference, and Confirming Models.

AP Computer Science (10-12)
AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.

(This can be taken as a stand alone course, but to count in a CTE pathway Python Programming I & II must be taken. Depending on postsecondary plans, this course may fulfill the NC graduation requirements for a fourth math credit.)



SCIENCE

Special Notes:
- **Chemistry is the prerequisite for ALL Advanced Sciences and Honors Physics**
- **Other Science electives include Advanced Anatomy and Physiology, Advanced Topics in Environmental Science, Advanced Zoology, and Astronomy**

3 Units required for graduation: One of which must be a **Physical Science (Physical Science, Chemistry, or Physics),** one must be **Biology**, and one must be an **Earth/Environmental science (Earth/Environmental Science or AP Environmental Science)**

⭐ Denotes courses that are also offered at an Honors Level

Earth/Environmental Science / Honors Earth/Environmental Science⭐
Required during 9th grade year unless credit is earned from AP Environmental Science
The Earth/environmental science course centers around the structure, function, and interconnectedness of Earth's environmental systems. The class focuses on the functions and relationships between Earth's systems. Emphasis is placed on matter and energy and the cycles that circulate them through those systems, interactions between biotic and abiotic factors, environmental awareness, sustainability, and human population issues all of which have great relevance to our daily lives. The areas of inquiry include: investigating the energy that drives movement on Earth, geochemical cycles, Earth's position and interactions in the universe, the predictability of a dynamic Earth, and human interactions with Earth's geological and environmental systems. Modeling, data interpretation, analysis through inquiry, and scientific reasoning will help foster understanding of the course.

Physical Science
Required during 10th grade year unless credit is earned from Honors Chemistry
This course is designed to continue the investigation of the concepts begun in earlier science courses. The course will cover the following topics: structure of atoms, structure and properties of matter, motions and forces, conservation of energy, matter, heat, waves and electromagnetism.

Honors Chemistry ⭐ Suggest to be taken before Honors Biology
Prerequisite: Math I
This course will emphasize critical thinking skills and problem solving. It is a math based science and will require high level math skills. Homework will be assigned regularly to master concepts. A graphing calculator is highly recommended. This course meets the Physical Science requirement for graduation. Chemistry is only offered at a Honors course.

Biology/ Honors Biology ⭐ Suggest Honors Chemistry prior to Honors Biology
Required during 11th grade year unless taken for honors credit
This course includes the following topics: DNA, cell cycle, natural selection, molecular biology, cells, cellular transport, cellular energy, Protein synthesis, genetics, and ecology. Honors Biology will include the

above topics with emphasis on scientific research, increasing scientific literacy, and inquiry based learning. **A state-mandated End of Course exam will count as 20% of final grade.**

Honors Physics ⭐ Recommended for juniors and seniors; 10th grade students must have instructor approval, all students should have completed Honors Math III
This course covers North Carolina Physics curriculum and can be used as a physical science credit toward graduation. The course will emphasize problem-solving techniques needed by those students who may later take college level physics courses. The goals of this course will exceed those of the state curriculum and thus prepare students for an AP level physics course. Higher level thinking and independent study will be needed for success in this course. Experimentation will be stressed and students may be asked to purchase supplementary materials for laboratory experiments and projects. There will be a major project each grading period. Some of the project work will be completed outside of class. **This is a required course for students planning to take AP Physics**

ADVANCED PLACEMENT COURSES IN SCIENCE

AP (Advanced Placement) Physics 1: Algebra Based
Offered every other year; Will be offered in 2024-2025
This course will be an extension of Honors Physics. The two courses are equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. A significant amount of instructional time will be devoted to laboratory investigations and projects. These investigations will foster student engagement in the practice of science through experimenting, analyzing, making conjectures and arguments, and solving problems in a collaborative setting. There will be a major project each grading period. Some of the project work will be completed outside of class. Students may be asked to purchase supplementary materials for laboratory experiments and projects. Students may take the AP Physics 1 exam upon completion of the course**.**

AP Biology (Advanced Placement)
Prerequisite: Honors Biology, Honors Chemistry
The Advanced Placement Biology course is designed to be the equivalent of a college introductory Biology course which differs significantly from the usual first high school course in Biology with respect to the kind of textbook used **(AP Biology uses a college level textbook)**, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required of students. **This course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.** Coursework is designed and guided by curriculum requirements from the College Board. The curriculum employs a thematic approach to understanding molecules and cells, heredity and evolution, as well as organisms and populations. Students will need to spend extensive time in unsupervised individual study. Students may take the AP Biology Exam upon completion of the course.

AP Chemistry (Advanced Placement)
Prerequisite: Honors Chemistry
The Advanced Placement Chemistry course is designed to be equivalent to a general chemistry course usually taken during the first year of college. Topics such as the structure of matter, kinetic theory of gasses, chemical equilibrium, chemical kinetics, and basic concepts of thermodynamics will be presented in depth. Students will need to spend extensive time in unsupervised individual study. Supplementary lab materials may be required. **Honors Chemistry must be taken prior to AP Chemistry**. Students may take the AP Chemistry Exam upon completion of the course.

AP Environmental Science-- Meets Earth Science graduation requirement
Prerequisite: Honors Chemistry, Honors Biology
Recommended for juniors and seniors; 10th grade students must have instructor approval

AP Environmental Science is the equivalent of a one-semester introductory college course. It is a fast-paced and rigorous course that stresses scientific principles and analysis. Students will use the scientific method to conduct in-depth labs related to soil permeability, and stream health. The course also emphasizes the importance of cooperative learning through group projects. Specific topics to be covered in the course include ecosystems, biodiversity populations, land and water use, energy resources, air, land, and water pollution, and global change. **Honors Chemistry and Honors Biology must be taken prior to taking AP Environmental Science.** Students may take the AP Environmental Science Exam upon completion of the course.

SCIENCE COURSE ELECTIVES

Will not meet Science requirements for graduation!

Anatomy and Physiology Honors
Offered every other year; Will be offered in 2024-2025
Prerequisite: Biology
This class is highly recommended for those taking EMT II
This course focuses on the structure and function of the human body. The student will review basic chemistry and the human cell, and gain an understanding of the anatomy of the body's organ systems and the jobs they do. The student will also learn how our organ systems work together to allow us to process sensations, think, communicate, grow, move, reproduce, and stay alive. In addition, there will be discussion about different disorders, recent advances in medicine, and ways to take care of our bodies. The lab component for this course will include dissection. Students will neither be exempt from participating nor be given an alternate assignment for dissection.

Advanced Topics in Environmental Science Will be offered in 2025-2026
Completion of Physical Science or Chemistry AND Biology
This course is highly recommended but not required for students taking AP Environmental Science. It meets the NC Earth Science graduation requirement for students who received credit for Earth and Environmental Science in 8th grade. Advanced Topics in Environmental Science is a lab-based science course. It is designed as a companion course to AP Environmental Science that can be taken either before or after the advanced placement course. Students taking both classes will be more likely to receive college credit by doing well on the AP Environmental Science exam since it will cover additional topics in the AP course framework.

Honors Zoology
Prerequisite: Biology
Offered every other year; Will be offered in 2024-2025
This course will focus on all species in the Kingdom Animalia, (Porifera - Mammalia). Course will focus on learning about the evolution of animals through dissections, videos, scientific articles, and lectures. Students are required to do fieldwork and submit an insect collection.

Astronomy
Prerequisite: Earth Science
Offered every other year; Will be offered in 2025-2026
This course introduces students to the composition and structure of the universe. This course will discuss the conditions of the universe and properties of bodies in space. The content includes, but is not limited to, historical astronomy, astronomical instruments, the celestial sphere, solar system, the sun as a star, stars, challenges of space exploration, habitability of planets.

Forensics
This is a survey course in the study of forensic science. The course includes topics in crime scene

investigation, fingerprinting, forensic archaeology, criminal laboratory analysis, blood and DNA, toxicology, ballistics, hair and fibers, computer forensics, and career opportunities.

ONLINE COURSE OFFERINGS

---

* Denotes an Honors Level Course

North Carolina Virtual Public Schools
Prerequisites: Teacher/Counselor Recommendation
Year Recommended: 11 – 12
NCVPS offers an array of online courses that will be offered on-site at MHS through a classroom environment with a facilitator. Through web-based learning students must have basic computer skills to complete discussion boards, email, file exchange, collaboration of groups and online testing. Students will also communicate with other students and their instructor through whiteboards, text-based chat, Net Tutor and telephone. Students interested in NCVPS should have the following characteristics: academically self-motivated, responsible for their learning, read and write at grade level and possess time management skills to work independently.

Possible courses include:
Honors German III & IV
Japanese I & II
Russian I & II
Latin I & II

Please meet with a counselor if you are interested in an online class.

INTERDISCIPLINARY/MISCELLANEOUS STUDIES

Holocaust/ Genocide Studies (Honors)
Open to 10th - 12th graders
This course is a study of 20th and 21st century genocides including the Holocaust. During this course, we will examine how genocide occurs by exploring defining historical moments and movements, social division, and ideologies. We will read/view personal accounts to analyze how events unfolded, and we will discuss the ramifications of these acts of genocide and crimes against humanity upon society and history in an effort to remember, recognize, and prevent future atrocities. This interdisciplinary course will involve historical context with a focus on analysis of literary nonfiction and film.

Yearbook I-Spring Semester Only (9th and 10th grade only)
This one semester course is designed as a training process for new members of the yearbook staff. This class will learn the basics of yearbook production with two final goals: the production of the current supplement and the planning stages including the cover design of the upcoming yearbook. New yearbook staff will be selected from this course.

Yearbook II (Fall Semester Only) Advisor Approval
This one semester course is designed for experienced yearbook students who have successfully completed Yearbook 1. In this course, students will design and complete the production of the current yearbook. This class will be chosen from members of the previous Yearbook 1 class. In the event that there are vacant positions on the yearbook staff, students without the prerequisites may be added to this class with approval of the yearbook adviser.
https://docs.google.com/forms/d/1oV1Ien3j3YJ798XY3QC3gm4pU3DqIaXmAuknGl_Yf2s/edit

Yearbook III (Honors) (Fall Semester Only)
Adviser Approval
Yearbook 3 is the study, practice, and refinement of the fundamentals of yearbook publication including interviewing, copywriting, page design, photography, theme development, publishing, marketing, and business management with an emphasis on working as a team, meeting publisher deadlines, and adhering to ethical standards. Students are expected to enter the class with fundamental skills in place in order to begin book production immediately. They will help train new staff members, provide daily leadership, and take on additional production responsibilities. Additional responsibilities include Editor, Assistant Editor, Business Manager, Section Editor, and Photographer.
https://docs.google.com/forms/d/1oV1Ien3j3YJ798XY3QC3gm4pU3DqIaXmAuknGl_Yf2s/edit

Yearbook IV (Honors)
Adviser Approval
Yearbook 4 is the study, practice, and refinement of the fundamentals of yearbook publication including interviewing, copywriting, page design, photography, theme development, publishing, marketing, and business management with an emphasis on working as a team, meeting publisher deadlines, and adhering to ethical standards. Students are expected to enter the class with fundamental skills in place in order to begin book production immediately. They will help train new staff members, provide daily leadership, and take on additional production responsibilities. Additional responsibilities include Editor, Assistant Editor, Business Manager, Section Editor, and Photographer. Students taking Yearbook IV will serve in senior editorial positions on the yearbook staff.
https://docs.google.com/forms/d/1oV1Ien3j3YJ798XY3QC3gm4pU3DqIaXmAuknGl_Yf2s/edit

Yearbook Editors (Honors) (Spring Semester Only)

Adviser Approval

This course is designed for students who hold leadership positions on the current yearbook staff including the editor, assistant editor and section editors. These students will complete the final proofing, indexing and set up the delivery process of the current yearbook. They will also produce a yearbook supplement and additional digital coverage. They will also assist with instruction of the Yearbook 1 class.
https://docs.google.com/forms/d/1oV1Ien3j3YJ798XY3QC3gm4pU3DqIaXmAuknGl_Yf2s/edit

Student Council Association (year-long)

Application Required

McDowell High Student Council is a year-long honors course designed to develop quality student leaders and foster a positive school environment. Students will actively learn leadership skills through service learning, teamwork, planning and facilitating school and community activities, as well as in-class assignments. Students will act as an advocate for the students at MHS, and work closely with our administration. You MUST have a 3.0 weighted GPA or above in order to apply. By submitting your application, if you are elected into office or selected to serve on Honors Council, you are committing to be a part of our year-long honors class during the 2024-2025 school year.

Students that are approved to run for an office will win their position based on the following scale:
Completed application (33.3%)
Peer based interview (33.3%)
Class votes (33.3%)

Student Leadership (PGC) Honors

Year Recommended - 11th and 12th Only

Application Required

The Peer Group Connection (PGC) program will train 11th and 12th grade students to help freshmen make a successful transition into high school. PGC peer leaders will work in pairs and lead discussions and activities with small groups of freshmen. Our goal is to help freshmen feel welcome at MHS and develop the skills they need to handle everyday challenges. An application is required and you will receive honors credit if selected for the class. A weekend retreat is required and usually takes place the weekend before the start of teacher workdays at the beginning of the school year. Connection is our main purpose in this class, so please apply if you want to create a positive, welcoming culture at MHS.

Media and Technology

Innovation in Media and Technology 1 & 2
Class Size: Limited to no more than 8 students per period total across all sections.
***Application and Interview for Level 1 & 2 Approval**
Required Online Application

This course is designed to acquire the skills necessary to be a future-ready individual, as both a responsible consumer and creator and begin working as a team to serve the needs of our school and beyond. Individuals will begin to understand the role of the MHS Innovation Arena, media and school publications. All students must be willing to successfully both work as a team and independently including problem solving, collaboration, communication, critical thinking, writing, customer service, and multimedia skills, all of which are important for any future career. All students will publish digital content for the school and broader community audience and work with teachers and students on digital designs and fundraisers. In addition, this includes an introduction to evaluating sources of information, sharing that information and interacting with others in both physical and online communities. Students will complete the Applied digital skills curriculum.

Innovation in Media and Technology Advanced Levels *3,4, & 5
Class Size: Limited to no more than 8 students per period total across all sections.
Prerequisites: Successful Completion of Innovation in Media and Technology I & II and Teacher Approval Required

This course is a **continuation** of acquired skills from previous levels necessary to be a future-ready individual and work as a team to serve the needs of our school and beyond. Individuals will demonstrate a leadership role in the daily functions, operations, and services provided in the Innovation Arena with regards to learning and demonstrate knowledge on usage of current resources, technology, and media. In addition, students will be responsible for discovering/researching a problem/topic of interest relevant to technology and/or media literacy in the 21st century and then developing his or her own idea for a relevant “product” that addresses the issue/problem.

FOREIGN LANGUAGES

(College University Requirement: Two credits of the same second language.)

***Other languages such as German may be available for students through North Carolina Virtual Public High School. Please see Online Courses in the Course of Study Book and visit with a counselor for more information.**

Introduction to World Languages
A major purpose of the course is to explore the world in which we live and language is such an integral part of who we are. It separates us from other living things in such a unique way. Taking the time to explore how we produce language and the differences and similarities of languages is a very good stepping stone to formally undertaking the challenge to learn a second language. Examining how other people use language gives one insight to their way of thinking, increases the understanding of other cultures and, frankly, enriches one's life. Many advantages come from learning other languages: friendships, employment, sharing of ideas and innovations, and more peaceful relations, to mention just a few. **Note: This elective course does NOT count toward foreign language credit for those interested in attending a four-year college. You must still take levels 1 and 2 of the same foreign language and pass both of them to receive that credit.**

Spanish 1
Level I concentrates on the development of the understanding and speaking skills, with emphasis on good pronunciation and enunciation. Development of the reading and writing skills is based on what the student has learned to understand and speak. Vocabulary is the base of success in this class. Grammar is an underlying asset that contributes to fluency in basic Spanish conversation. Language learning is an integration of the four language skills: listening, speaking, reading, and writing.

Spanish II
Level II involves continuing development of the four language skills as begun in Level I, with an increasing appreciation of the foreign culture. More emphasis is placed on the development of the four language skills: listening, reading, speaking and writing.

Spanish III Honors ⭐(VPS)
In Level III, emphasis is placed on the advanced elements of Spanish grammar and comprehension. Also, a greater emphasis will be placed on conversational Spanish. Reading certain types of literature will also be part of the course.

Spanish I for Native Speakers
This is a semester course that is designed for heritage learners of Spanish. The course can accommodate students from a wide range of language skills but is designed for the student who is college bound and has an Intermediate-Mid level of proficiency in listening comprehension on the ACTFL scale*. (Students do not need to speak or write at the Intermediate level prior to entering Spanish I). Throughout the year this course will concentrate on the development of the four language skills based on the ACTFL scale: listening, speaking, reading and writing. Grammar is taught through intensive practice of structural patterns and exposure to reading and writing. Students are exposed to short readings and authentic online texts written with the native Spanish-speaker as the intended audience. Books written by Hispanic authors will be available as well, depending on the language proficiency of the student. A major focus will be learning about the cultures and geography of the different Spanish-speaking countries as well as variations in language expressions.

Spanish II for Native Speakers Honors (Spanish Heritage II Honors)
Spanish II for Native Speakers is a continuation of level I. Students will continue with the development of the spanish language through the four language skills based on the ACTFL scale *. Students will continue to gain confidence using Spanish to express their own thoughts on social and academic themes, interact with each other and other speakers of Spanish, understand oral and written messages, make oral and written presentations, reflect on language variation. Students will also continue to develop an awareness and understanding of Hispanic cultures, customs, geography, history and current events. Intensive grammar practice is continued from Spanish I and throughout Spanish II.

ESL (English as a Second Language)
This course is an English language study program for non-native English speakers and is intended to help students reach higher English proficiency levels in the shortest time possible. The ESL teacher focuses on grouping students in small classes to allow students to receive individual attention at the level of English instruction that they need.

French I
This course is for absolute beginners. Emphasis is given to the four language skills: listening, speaking, reading and writing. Vocabulary and pronunciation are practiced for the duration of the course. Students will build a solid foundation by beginning the process of forming basic sentences and gaining the necessary skills to interact with one another by asking and answering basic questions on various topics. Students will develop the skill of noticing patterns in the language. Grammar is a tool to learn the language, but expressing oneself is the primary goal. Culture of the French-speaking world will be a feature of each unit for the entire course. Online resources are used abundantly.

French II
Level two is a continuation of level 1. More vocabulary is introduced and practiced leading to longer and more detailed conversations and original writings. The goal is to build on what was previously learned by practicing to become more skilled. Greater confidence in fluency will be achieved.

Latin I, Fall 2023
This course introduces basic Latin vocabulary, inflections, and grammar as it applies to reading and translating simple Latin sentences. Special emphasis is placed on building English derivatives and vocabulary. Roman culture, art, history, law, and government are also explored to help build an appreciation of the ancients' effects on modern American society.

Latin II, Spring 2024
Prerequisite: Latin I
Students continue building vocabulary and studying more complex grammar. The study of ancient Roman history is expanded as students begin reading the simpler texts written by ancient authors.

PHYSICAL EDUCATION

With the exception of 9th grade Health and P.E., the high school PE courses are optional. Therefore, only those who are interested in such courses and the activity that they require should sign up. All classes require dressing out in gym clothes and daily participation. Instructors may exclude students from P.E. classes for poor prior performance**.**

Only one P.E. class may be registered per semester.

Health and Physical Education
9th grade requirement
Health: This class meets two days each week. The course includes the study of basic health facts that influence positive attitudes and provides a foundation for healthy living. Emphasis is placed on ten major areas of study: consumer health, care of the body, nutrition, mental health, drug abuse, smoking and alcohol, prevention of diseases, chronic health conditions, environmental and community health, accident prevention, and family life.
Physical Education: This class meets three days each week. The course includes active participation in exercises, relays, lead up games, team and individual sports with emphasis placed on participating in intramurals in each sport. Sports include softball, soccer, speedball, flag football, basketball, volleyball, and track and field.

Team Sports
This course emphasizes advanced skills and techniques that will enable the student to play team and individual sports and games with greater proficiency.

Weight Training and Conditioning (Male)
Weight Training is a course designed for the student who is interested in increasing his body performance through an individual effort working with weights and endurance. Weight programs will be designed individually.

Weight Training and Conditioning (Female)
Weight Training is a course designed for the student who is interested in increasing her body performance through individual effort and endurance while using weights, circuits and high intensity style workouts. Weight programs will be designed to fit multiple types of individuals.

Athletic PE Baseball (Boys)
Must be a JV or Varsity player with permission from your coach to register for this course
This course will focus on speed and agility training for hand and footwork. Individual infield, outfield, pitching and catching position play and fundamentals of hitting. We will apply a timed throwing program for both in and out of season training. Batting practice in the cages and on the field along with all baserunning concepts will be taught. This course will cover all phases of the fundamentals of baseball and our team goals and expectations for success.

Athletic PE Softball (Girls)
Must be a JV or Varsity player with permission from your coach to register for this course
This course will focus on speed and agility training for hand and footwork. Individual infield, outfield, pitching and catching position play and fundamentals of hitting. We will apply a timed throwing program for both in and out of season training. Batting practice in the cages and on the field along with all baserunning concepts will be taught. This course will cover all phases of the fundamentals of softball and our team goals and expectations for success.

Athletic PE Basketball (Boys/Girls)
The basketball course will focus on basketball skill development, strength, and agility training. Fundamentals of passing, dribbling, and shooting are stressed. Offenses, defenses, drills, and actual game situations and rules will be taught. **Must be a member of the Junior Varsity or Varsity basketball team OR have permission from a coach to register for this class.**

Athletic PE Football
Fall Only
This course will train in the weight room focusing on *speed, power, strength and agility* for their individual position. **Must be a member of the Junior Varsity or Varsity football team OR have permission from a coach to register for this class.**

Athletic PE Football/Wrestling/Track
Spring Only
This course will train in the weight room focusing on *speed, power, strength and agility* for their individual position or sport. **Must be a student athlete OR have permission from a coach to register for this class.**

*****ATHLETIC PE FOR ALL OTHER SPORTS SHOULD SIGN UP FOR BOYS OR GIRLS WEIGHT TRAINING *****

FINE ARTS

Theatre Arts I
Year Recommended: 9
This course will begin with the development of the understanding of the origins of theatre and why theatre exists. Focus will be on what acting and drama is all about the interpretation and presentation of ideas, feelings and action in dramatic form. Emphasis will be on the expansion of performance skills that include training of both the body and voice. Attention will be given to a variety of standard exercises used to improve clarity of speech, expression and presentation of ideas, and develop one's creative capacity. Rehearsal and performance in group theatrical presentations will be stressed throughout the semester. Students are **required** to participate in a stage performance during the school hours.

Theatre Arts II
Prerequisites: Theatre Arts I.
Year Recommended: 10- 12
This course is designed for the second year theatre student. Important segments of the program will be advanced acting techniques, directing, scenic design technical construction and other activities related to theatrical production, organization, and management. Emphasis will be on the actor and developing their voice. We will focus heavily on monologues and personal critique. Students are required to rehearse and perform a show during the school day.

Theatre Arts III
Prerequisites: Theatre Arts II. (Teacher Approval Required)
Year Recommended: 11-12
This course is designed for the third year theater student. Stage, vocal, and creative movement techniques will be developed. Previously learned skills will be retained and perfected. An awareness of theater both as an art form and as entertainment is to be developed. Students will develop the knowledge, techniques and skills needed to act in all types of theatrical presentations. Students will also work with screenplays and create an original movie. Students are **required** to participate in the production performed **outside** of school hours.

Theatre Arts IV HONORS
Prerequisites: Theatre Arts I, II & III. **(Teacher Approval Required)**
Year Recommended: 12
This course will be a study of the principles of technical theatre. Students will participate in hands-on activities for stage makeup, costuming, set design, light design. Skills learned in previous classes combined with this class will be used to create characters for the Theatre Arts III performance. Students will be required to attend the Theatre Arts III performances outside of school. ***Purchase of a stage makeup kit (approximately $70) is required***. The student will keep the kit after class completion.

Theatre Arts Beginning Student Directing
Prerequisites: Theatre Arts II & III or Teacher Recommendation (Teacher Approval Required)
Year Recommended: 11-12
This course will be a study of the principles of performance and the use of the stage to bring dramatic action to life. The student will assist the teacher with all aspects of a class production including but not limited to publicity, costuming, light and sound design. Student Directors will be asked to lead rehearsals, give feedback to classmates and/or help select scripts for the class. Students may be required to attend an after school performance pending class placement.

Chorus
There is no prior choral singing experience needed for students wishing to join. A desire to learn music is required. Music reading will be learned through the rehearsal of various styles of songs. Several different types of music will be studied. Emphasis will be on vocal technique, comprehension of musical terms and performance. This course may be taken for one credit each semester. Concert attendance (typically 2 per semester) after normal school hours is required. Students wishing to enroll for both semesters should select this course two times during registration. (Fall Semester Only)

Advanced Concert Choir
Emphasis will be on expanding vocal technique, comprehending musical terms and performance. Several different types of music will be studied. The ensemble will participate in local/regional events and performances. Students must have previous/concurrent choral experience. This course may be taken for one credit each year. Ensemble parts may be limited/expanded due to musical constraints. Concert attendance (typically 1 per semester) after normal school hours is required. (Spring semester)

Band Color Guard (Fall Semester)
By Audition Only. Only register if you passed the audition.
This course is designed for the selected members of the McDowell High Color Guard. Attention will focus on visually enhancing the musical presentation of the marching band. Its focus will be to help students experience music related performance, as well as developing basic skills using body movement and various auxiliary equipment (flags, etc.) Creative movement/dance will be an integral part of the curriculum. Students will develop musical skills such as rhythm, tempo, expression, and style, as well as mental capacities such as concentration and memory. Auditions will be held in the Spring. Due to the nature of this course, attendance at summer rehearsals, after school rehearsals, and various performances (most on Fridays or Saturdays) are required.

Band Color Guard Honors (Fall Semester)
By Audition Only. Only register if you passed the audition.
This course is designed for the selected members of the McDowell High Color Guard. For a student to receive honors credit they will complete all of the requirements of the standard section of Band Color Guard plus: writing and teaching a routine for an entire tune, complete advanced flag and dance techniques, complete an evaluation analysis of all performances based on WGI competition sheets.

Marching Band - Percussion (Fall Semester)
Band Director's Recommendation
Enrollment in Wind Ensemble or Concert Band during Spring
The high school band - percussion course will be required of all percussion students enrolling during fall semester. Students will participate in the marching band as well as preparing for the fall holiday concert. Students will be required to perform and memorize all music assigned and to attend all events. The marching band will have a required summer camp before school begins in August in which students will begin marching and preparing the year's show. Due to the performance nature of the band, students will be required to attend many after school activities including football games, parades, marching contests and concerts. A schedule of events will be given to students following registration.

Marching Band - Percussion Honors (Fall Semester)
Band Director's Recommendation
Enrollment in Wind Ensemble or Concert Band during Spring
For a student to receive honors credit they will complete all of the requirements of the standard section of High School Band - Percussion plus: complete the All-District Band Audition, complete advanced mallet techniques including four-mallet technique, complete advanced/hybrid rudiment studies, prepare a band piece and rehearse it with the ensemble, and complete an evaluation analysis of all performances based on NC MPA Marching competition sheets.

Marching Band (Fall Semester)
Band Director's Recommendation
Enrollment in Wind Ensemble or Concert Band during Spring
The high school band course will be required of all wind students enrolling during fall semester. Students will participate in the marching band as well as preparing for the fall holiday concert. Students will be required to perform and memorize all music assigned and to attend all events. The marching band will

have a required summer camp before school begins in August in which students will begin marching and preparing the year's show. Due to the performance nature of the band, students will be required to attend many after school activities including football games, parades, marching contests and concerts. A schedule of events will be given to students following registration.

Marching Band Honors (Fall Semester)
Band Director's Recommendation
Enrollment in Wind Ensemble or Concert Band during Spring
For a student to receive honors credit they will complete all of the requirements of the standard section of High School Band plus: complete the All-District Band Audition, perform twelve major scales the entire range of the instrument, prepare a band piece and rehearse it with the ensemble, complete an evaluation analysis of all performances based on NC MPA Marching competition sheets.

Wind Ensemble (Spring Semester)
Band Director's Recommendation
Enrollment in Band Color Guard, High School Band - Percussion or High School Band during Fall
This ensemble will participate in the NC Music Performance Adjudication and will perform a variety of music. Due to the nature of this course, students will be required to attend performances and any after school rehearsals or events deemed necessary by the director. Membership in this ensemble will be primarily based on instrumentation and skills. Auditions may be held in the spring to determine membership in this ensemble if necessary.

Honors Wind Ensemble (Spring Semester)
Band Director's Recommendation
Enrollment in Band Color Guard, High School Band - Percussion or High School Band during Fall
For a student to receive honors credit the student must be enrolled in Band or Color Guard in the fall semester, participate in preparation for district clinic auctions and have an A average from the fall semester. Students must play all twelve major scales and relative minor scales at one hundred twenty beats per minute; prepare a band piece and rehearse it with the ensemble; successfully complete the auditions for district clinic, and all-state (if eligible), complete an evaluation analysis of all performances, and perform a solo at Solo & Ensemble MPA.

Concert Band (Spring Semester)
Band Director's Recommendation
Enrollment in Band Color Guard, High School Band - Percussion or High School Band during Fall
This ensemble will participate in the NC Music Performance Adjudication and will perform a variety of music. Due to the nature of this course, students will be required to attend performances and any after school rehearsals or events deemed necessary by the director. Membership in this ensemble will be primarily based on instrumentation and skills.

Honors Concert Band (Spring Semester)
Band Director's Recommendation
Enrollment in Band Color Guard, High School Band - Percussion or High School Band during Fall
For a student to receive honors credit the student must be enrolled in Band or Color Guard in the fall semester, participate in preparation for district clinic auctions and have an A average from the fall semester. Students must play all twelve major scales and relative minor scales at one hundred twenty beats per minute; prepare a band piece and rehearse it with the ensemble; successfully complete the auditions for district clinic, and all-state (if eligible), complete an evaluation analysis of all performances, and perform a solo at Solo & Ensemble MPA.

VISUAL ARTS

World Art:
Grade level 9-12
Prerequisites: None

Introductory, hands-on art course designed for students who are curious about art but not necessarily committed to pursuing the formal Art I-IV track. This course will foster creativity, cultural understanding, and interdisciplinary connections without requiring prior technical training.

Art I:
Grade level 9-12
Prerequisite: None

Art I is an introductory level course designed to provide students with an introduction to visual art through various hands-on, technique based, 2D media such as pencil shading, use of linear perspective, and color theory/color mixing- while applying the Elements of Art and Principles of Design to creating successful artworks. Students will be expected to participate in critiques, self and peer assessments to develop their critical thinking and analysis skills. Basicintroducation to Art History, various Art Movements, and artistic careers will be incorporated throughout the semester. Students will begin developing a portfolio. Developing solutions to individual artistic problems will be emphasized. A sketchbook is required. .

Art II:
Grade Level:10-12
Prerequisite: Art I

For the students who are ready to deepen their understanding of art making techniques. Skill level is assumed to be above average, students will solve complex, conceptual problems with an emphasis on craftsmanship. A more thorough exploration of the Elements of Art and Principles of Design, focusing more on technical and analytical skills. Media and assignments will vary semester to semester with more exploration into 3D mediums. Students will be expected to

participate in critiques, keep a sketchbook, analyze art, and study art history on a deeper level than in Art I. Students will be expected to write about their own and others artworks using vocabulary learned in Art I. A sketchbook and portfolio are required. Students should have shown proficiency in Art I to enter this level.

Art III (Honors) Teacher Approval Required
Grade Levels 11-12
Prerequisites: Art I and Art II

This is an advanced level course, students are expected to demonstrate a skill level well above average. This course is for those interested in pursuing a career in an artistic field after high school OR advanced students who are interested in acquiring new and further developing their artistic skills. Students will explore various themes while advancing their 2 Dimensional artistic skills with exploration of techniques such as;painting, drawing, portraiture, still lifes, with exploration of techniques such as; painting, drawing, portraiture, still lifes, watercolor, acrylic, and non traditional media (fibers, papermaking, etc.) This course may also have significant increase in 3 Dimensional media exploration including but not limited to; sculpture and fibers.

A sketchbook and portfolio are required. This course will have an emphasis on technical skill, craftsmanship, and imaginative, innovative solutions to problems.

Art IV (Honors) Teacher Approval Required
Grade level 12
Prerequisites: Art I, Art II and Art III

Senior Studio
For serious art students with proven artistic abilities. Students will be challenged in this in-depth and rigorous exploration of a concentrated art theme and medium. This course requires a strong work ethic, self motivation and discipline. Time outside of class may be necessary to be successful at this level for satisfactory completion of projects. Students will be required to self pace and present project proposals. A sketchbook and portfolio are required.

OCCUPATIONAL COURSE OF STUDY

English I - 9210BXO
Type: IEP Only
Placement per IEP team only
After completion students will be capable of following the writing process using clear details. Students will also be capable of reading with comprehension that allows for drawing conclusions as well as understanding the writer's purpose and perspective.

Introduction to Math I (Pre-Algebraic Concepts) - 9220BXO
Type: IEP Only
Placement per IEP team only
After completion students will be able to apply algebraic concepts, understand patterns and relationships, time and measurement, proportions as well as rational numbers for problem solving.

Applied Science - 9231BXO
Type: IEP Only
Placement per IEP team only
After completion students will be able to understand force and motion, energy and conservation, electricity and magnetism, property and matter, chemical use and danger, the human body's effect on nature, and basic needs of the human body.

Preparation 1 Semester Course - 9240BXO
Type: IEP Only
Placement per IEP team only
Provide students with hands-on opportunities to learn work based skills, preparing them for the world of work. Students will learn job skills, job expectations, people skills and money management.

Found Prin USA & NC - 9249BX0
Type: IEP Only
Placement per IEP team only
Civic Literacy is a survey course emphasizing the American government. This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government.

English II - 9211BXO
Type: IEP Only
Placement per IEP team only
After completion students will be capable of writing narratives with a purpose and clear details. Students

will also be capable of reading with comprehension that allows for drawing conclusions as well as understanding the writer's purpose and perspective. Upon completion of OCS English II students will take the EOC for English II.

NC Math I - 9225BXO
Type: IEP Only
Placement per IEP team only
Follows the Common Core Curriculum requirements with students taking the EOC Test for Math I.

Biology - 9232BXO
Type: IEP Only
Placement per IEP team only
Follows the Common Core Curriculum requirements with students taking the EOC Test for Biology.

Preparation II - Yearlong Course - 9241BXO
Type: IEP Only
Placement per IEP team only
During the Fall, students are provided with hands-on opportunities to learn work based skills, preparing them for the world of work. During a student's enrollment they will complete 225 hours of School-based Job Training. This course will count for 2 credits.

Economics and Personal Finance
Type: IEP Only
Placement per IEP team only
This course instructs students on how to navigate financial decisions they will face when becoming an active citizen. This course gives students a deeper understanding of economic issues that affect their everyday lives. Students learn how economics and markets operate and how the United States economy is interconnected with the global economy.

English III - 9212BXO
Type: IEP Only
Placement per IEP team only
After completion students will be able to understand literary and informational text, use appropriate communication in employment, post secondary training or independent living, create written products in a template or form, carry out problem solving in a real-world format, and understand cause and effect.

Financial Management - 9222BXO
Type: IEP Only
Placement per IEP team only
After completion students will have an understanding of financial planning, personal finance for independent living, federal and state taxes, wages and compensation, credit, insurance and personal needs, and application of math skills for consumer spending.

Preparation III - 2 Class Periods/ 1 semester - 9242BXO
Type: IEP Only
Placement per IEP team only
Provide students with hands-on opportunities to learn work based skills, preparing them for the world of work. During a student's enrollment they will complete 150 community based work hours. Students will go off campus for this course. This course will count for 2 credits.

English IV - 9213BXO
Type: IEP Only
Placement per IEP team only
After completion students will be capable of evaluating communication from various sources, create written products without templates or forms, apply reading comprehension based on information found in written text that relates to training and employment information, produce plans to solve real-life situations, generate a viewpoint based on real-life events, news information or personal situations.

Preparation IV - Semester Course - 9243BXO
Type: IEP Only
Placement per IEP team only
Provide students with hands-on opportunities to learn work based skills, preparing them for the world of work. A Senior Portfolio is a requirement for this course.

CAREER & TECHNICAL EDUCATION

⭐Honors options are available for all CTE courses⭐

AGRICULTURE, FOOD, & NATURAL RESOURCES

Animal Science Career Pathway (ANSC)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
	AA21 Animal Science I	AA22 Animal Science II- Food Animal	AA41 Veterinary Assisting ***OR*** CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Work-based and Experiential Learning	SAE for All		
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: FFA			

Animal Science I (9-12)
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.

Animal Science II- Food Animal- Honors (10-12)
This course includes more advanced scientific principles and communication skills and includes animal waste management, animal science economics, decision making, and global concerns in the industry, genetics, and breeding.

Veterinary Assisting- Honors (11-12)
Prerequisites: Animal Science II- Food Animal
This course provides instruction for students desiring a career in animal medicine. Topics include proper veterinary practice management and client relations, pharmacy and laboratory procedure, advanced animal care, and surgical/radiological procedures. Applied mathematics, science and writing are integrated throughout the curriculum. Advanced FFA leadership will be infused throughout the curriculum to develop the student's ability to work with the public. All aspects of this course will feature hands-on skill sets designed to enhance experiential learning.
Work-based learning strategies appropriate for this course are cooperative education, internship, mentorship, 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 skill through authentic experiences. 500 hours of work experience is required for certification.

Plant Systems Career Pathway (PLSV)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
	AP41 Horticulture I - Introduction to Plants	AP42 Horticulture II - Plant Production	CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Work-based and Experiential Learning	SAE for All		
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: FFA			

Horticulture I (9-12) - Introduction to Plants
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.

Horticulture II (10-12) - Plant Production
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.

Floriculture Design and Management (10-12)
Students will apply systematic business procedures and design principles in the operation of a retail or wholesale floral business. Students will learn about the cut flower industry, the history of floral design, identification of flowers and foliage, design shapes, mechanics of design, everlasting flowers, and use knowledge and skills to create custom design work for special occasions.

Power, Structural, & Technical Systems Career Pathway (PSTE)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
	AS31 Agricultural Mechanics I	AS33 Agricultural Mechanics II - Small Engines	CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Work-based and Experiential Learning	SAE for All		
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: FFA			

Agricultural Mechanics I (9-12)
This course develops knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day-to-day problems and repair needs they will encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, fencing, paints and preservatives, basic metalworking, basic agricultural construction skills related to plumbing, carpentry, basic welding, and leadership development.

Agricultural Mechanics II- Small Engine- Honors (10-12)
This course is provided for the upper-level agricultural mechanics student who wishes to apply the basic knowledge of small engines acquired through online Briggs and Stratton training modules delivered by the agricultural education teacher in a shop setting. The course is intended to provide students with experiential learning opportunities as they perform "hands-on" skills specified in the curriculum under the direct supervision of the agriculture teacher. This "learning to do" philosophy will enable students to understand curriculum content so that they may pass the Briggs and Straton Competency Exam and receive certification from Briggs and Straton.

Natural Resources Career Pathway (NARE)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
	AN51 Natural Resources I	AN52 Natural Resources II	CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship
Work-based and Experiential Learning	SAE for All		
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway: N/A		
Intracurricular Career and Technical Student Organizations: FFA			

Natural Resources I (9-12)
Students will develop knowledge of renewable and non-renewable natural resources in an agricultural education setting. Explore forestry and wildlife habitat management procedures through hands-on activities. Practice skills and methods used to evaluate and classify soils. Examine land use regulations to support environmental quality. Build leadership development and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation, Gain the knowledge and skills for careers in the Natural Resources pathway.

Natural Resources II (10-12)
Students will examine best management practices and sampling techniques to support natural resource conservation. Develop forestry identification and management skills. Discover prescribed conservation techniques to enhance forestry and wildlife habitats and explore a variety of natural resources and recreational opportunities. Build leadership development and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), careers in Natural Resources pathway.

ARCHITECTURE & CONSTRUCTION

Carpentry Career Pathway (CARP)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
IC00 Construction Core	IC21 Carpentry I	IC22 Carpentry II	IC23 Carpentry III ***OR*** CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: SkillsUSA			

Construction Core (9-11)
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 construction drawing blueprints, material handling, basic communication skills, 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.

Carpentry I (9-12)
Prerequisites: Core and Sustainable Construction
This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on the development of introductory skills to include orientation to the trade, building materials, fasteners, and adhesives, hand and power Tools, reading plans and elevations, introduction to concrete, reinforcing materials, and forms, floor system construction procedures, wall and ceiling framing procedures, and basic stair layout.

Carpentry II- Honors (10-12)
This course builds on skills mastered in Carpentry I and provides an emphasis on roof framing procedures, roofing applications, thermal and moisture protection, windows and exterior doors installation, exterior finishing, and the introduction to weatherization module.

Carpentry III- Honors (10-12)
This course builds on skills mastered in Carpentry II and develops advanced technical aspects of carpentry with the emphasis on commercial drawing, cold-formed steel framing construction methods, drywall installations, drywall finishing procedures, doors and door hardware installation, and windows, door, floor and ceiling trim procedures.

Masonry Career Pathway (MASO)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
IC00 Construction Core	IC11 Masonry I	IC12 Masonry II	IC13 Masonry III ***OR*** CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: SkillsUSA			

Construction Core (9-11)
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 construction drawing blueprints, material handling, basic communication skills, 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.

Masonry I- Honors (9-12)
Prerequisites: Core and Sustainable Construction
This course covers basic masonry terminology and develops technical aspects of the masonry industry with emphasis on the development of introductory skills to include the introduction to masonry, masonry tools and equipment, measurement, drawings and specifications, mortar procedures, and masonry units and installation techniques.

Masonry II- Honors (10-12)
This course builds on skills mastered in Masonry I and provides an emphasis on residential plans and drawing interpretation, residential masonry, grout and other reinforcement processes, metalwork in masonry, and the introduction to weatherization.

Masonry III- Honors (10-12)
This course builds on skills mastered in Masonry II and provides an emphasis on advanced laying techniques, construction techniques and moisture control procedures, and construction, inspection and quality control processes. Introductory skills for the Crew Leader are also introduced in this course.

HVAC/R (HVAC)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
ICOO Construction Core	IL55 HVAC/R I	IL56 HVAC/R II	IL57 HVAC/R III ***OR*** CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: SkillsUSA			

Construction Core (9-11)
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 construction drawing blueprints, material handling, basic communication skills, 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.

HVAC/R I (10-12) Honors
Practice basic skills required to read and interpret wiring diagrams as it relates to common electrical components used in the HVACR field. Develop a working knowledge of fundamental heating and cooling types and components found in typical HVACR systems. Utilize the National Electric Code (NEC) to find installation requirements. Engage in basic copper, carbon steel, and plastic piping practices used in preparation and installation of HVACR systems. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

HVAC/R II Honors
This course is designed for students to further develop skills mastered in HVAC/R I and provide an emphasis on Alternating Current, Compressors, Refrigerants and Oils, Leak Detection, Evacuation, Recovery and Charging, Metering Devices, Heat Pumps, and Basic Maintenance. English language arts and mathematics are reinforced.
* Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

ARTS, A/V TECHNOLOGY, & COMMUNICATIONS

Adobe Academy Career Pathway (ADAC)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
	CD10 Adobe Visual Design I	CD11 Adobe Visual Design II	CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: SkillsUSA			

Adobe Visual Design I (9-12) Honors
In this course, students discover the legal, technical, and editorial principles employed in the video industry necessary to understand ethical implications before engaging in a film project. Work collaboratively to conceive, plan, and execute production plans to create audio and video assets. Use Adobe Premiere Pro features to edit audio and video clips to create and publish a range of video products. Gain the knowledge, skills, and credentials necessary for career possibilities in the Adobe Video Design pathway.

Adobe Visual Design II (9-12) Honors
Engage in the preproduction, production, and post production processes of video creation. Develop digital media products in the fields of audio, news-style video, and interview-style video. Design social media products to be used on multiple platforms using cinematic storytelling elements. Gain knowledge and skills for careers in the Adobe Video Design pathway.

Adobe Video Design Career Pathway (AVID)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
	CD14 Adobe Video Design I	CD15 Adobe Video Design II	CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway: IT: Web Admin & Design (WEB 111, WEB 115, WEB 214)		
Intracurricular Career and Technical Student Organizations: SkillsUSA			

Adobe Video Design I II45 (9-12)
This course allows students to discover the legal, technical, and editorial principles employed in the video industry necessary to understand ethical implications before engaging in a film project. Work collaboratively to conceive, plan, and execute production plans to create audio and video assets. Use Adobe Premiere Pro features to edit audio and video clips to create and publish a range of video products. Gain the knowledge, skills, and credentials necessary for career possibilities in the Adobe Video Design pathway.

Adobe Video Design II II46 (9-12)

This course allows students to engage in the preproduction, production, and postproduction processes of video creation. Develop digital media products in the fields of audio, news-style video, and interview-style video. Design social media products to be used on multiple platforms using cinematic storytelling elements. Gain knowledge and skills for careers in the Adobe Video Design Pathway.

3D Modeling and Animation Career Pathway (TDMA)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
	CD20 3D Modeling and Animation I	CD21 3D Modeling and Animation II	CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: Technology Student Association (TSA)			

3D Modeling & Animation I (9-12)
Digital Design and Animation is an introductory level course focusing on the concepts and tools used by digital artists in a wide variety of creative careers including graphic design, film and game design. Students work with professional-grade creative software packages to develop 2D and 3D digital graphics and audio/video media. Students use Adobe CC Suite, and digital 3D modeling with 3DS Max to build their skill sets for subsequent classes.

3D Modeling & Animation II (9-12)
Digital Design and Animation II emphasizes the use of industry standard digital technology and media to help students develop the artistic and technical skills necessary to plan, analyze, and create visual solutions to 21st Century communications problems. Students engage in digital art activities using professional-grade creative software packages to develop complex 2D and 3D digital graphics and audio/video media. Students apply Adobe CC Suite and 3DS Max skills to industry-related activities and projects, mirroring workplace scenarios.

Game Art Design Career Pathway (GAAR)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
	CD20 3D Modeling and Animation I	CD30 Game Art Design	CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: Technology Student Association (TSA)			

3D Modeling & Animation I (9-12)
Digital Design and Animation is an introductory level course focusing on the concepts and tools used by digital artists in a wide variety of creative careers including graphic design, film and game design. Students work with professional-grade creative software packages to develop 2D

and 3D digital graphics and audio/video media. Students use Adobe CC Suite, and digital 3D modeling with 3DS Max to build their skill sets for subsequent classes.

Game Art and Design (9-12)
Prerequisites: 3D Modeling & Animation I
This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, programming, 2D Visual theory, and interactive play technologies. Students develop physical and virtual games using hands-on experience and a variety of software.

BUSINESS MANAGEMENT & ADMINISTRATION

Entrepreneurship Career Pathway (ENTRE)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
	ME11 Entrepreneurship I	ME12 Entrepreneurship II	CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: An association for Marketing Education students (DECA) Future Business Leaders of America (FBLA)			

Entrepreneurship I (9-12)
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.

Entrepreneurship II- Honors (10-12)
In this course, students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook.

Fashion Merchandising (M121) (9-12)
In this course, students will experience a comprehensive approach to the business of fashion. Engage in the economics, distribution, promotion, and retail of fashion. Prepare for entry-level fashion employment or post-secondary education. Gain knowledge and skills for careers in the fashion industry.

Healthcare Professional Career Pathway (HPCP)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
Recommended *HU10 Foundations of Health Science*	HU40 Health Science I	HU42 Health Science II	HH32 Pharmacy Technician ***OR*** CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: HOSA Future Health Professionals			

Foundations of Health Science (9-11)
This course is designed to assist potential health care workers in their role and function as health team members. Topics include medical terminology, the history of health care, healthcare agencies, ethics, legal responsibilities, health careers, holistic health, health care trends, cultural awareness, communication, medical math, leadership, and career decision making.

Health Science I (9-12)
Recommended Prerequisite: Foundations of Health Science
This course focuses on human anatomy, physiology, human body diseases and disorders, and biomedical therapies. Students will learn about healthcare careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content.

Health Science II (10-12)
This course is designed to help students expand their understanding of financing and trends of healthcare 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 for healthcare professionals.

Pharmacy Technician- Honors (12)
Prerequisite: Health Science II
(Recommended 2nd semester/Senior year)
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.

Teaching/Training Career Pathway (TETR)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
	FE21 Teaching as a Profession I	FE22 Teaching as a Profession II	FE23 Teaching as a Profession Field Experience CS95 CTE Advanced Studies OR CS96 CTE Apprenticeship OR CS97 CTE Internship
Credential Opportunities	Basic School Age Care		
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: Family, Career and Community Leaders of America (FCCLA)			

FE21 Teaching as a Profession HONORS- Analyze the present-day education system with emphasis on historical background and development, aims of education, duties of the teacher, purpose and development of curriculum, facilities, support, and control of schools. Create a foundation for understanding learners, the teaching environment, and the impact on student achievement. Develop a vision for teaching, learning, and leading in the 21st century school. Gain the knowledge and skills for careers in teaching and training.

FE22 Teaching as Profession II HONORS- Develop a perspective into the teaching-learning process by exploring the role of the teacher and studying the nature of the learner in the classroom environment. Analyze educational instructional activities and their value to the classroom while discovering the lesson planning process. Expand on the foundation for understanding learners, the teaching environment, and the impact on student achievement. Gain the knowledge and skills for careers in teaching and training.

FE23 Teaching as a Profession Field Experience- Integrate course knowledge into practical application while completing a hands-on field experience. Facilitate learning opportunities for students that align with NC Standard Course of Study while assisting cooperating teachers. Develop pedagogical skills and characteristics necessary for effective teaching. Gain the knowledge and skills for careers in teaching and training. * This course can be taken at the same time as FE22 Teaching as a Profession II Honors.

Sports Medicine Career Pathway (SMCP)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
Recommended *HU10 Foundations of Health Science*	PSF-100 Sports Medicine Technology I (MTCC Course)	PSF-XXX Sports Medicine Technology II (MTCC Course)	CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: HOSA Future Health Professionals			

Foundations of Health Science (9-11)
This course is designed to assist potential health care workers in their role and function as health team members. Topics include medical terminology, the history of health care, healthcare agencies, ethics, legal responsibilities, health careers, holistic health, health care trends, cultural awareness, communication, medical math, leadership, and career decision making.

Sports Medicine Technology I (11-12)
Recommended Prerequisite: Foundations of Health Science
This course is designed to introduce skill standards applicable to health and fitness professionals who perform individualized assessments and design safe, effective, individualized exercise and conditioning programs. Core topics include concepts and structures of anatomy, principles of human movement science, exercise technique and training instruction, nutrition, program design, and professional development, practice, and responsibility.

Sports Medicine Technology II (11-12)
This advanced course is designed to advance skill standards applicable to health and fitness professionals who perform individualized assessments and design safe, effective, individualized exercise and conditioning programs. Core topics include concepts and structures of anatomy, principles of human movement science, exercise technique and training instruction, nutrition, program design, and professional development, practice, and responsibility.

HOSPITALITY & TOURISM

Culinary Arts Applications Career Pathway (CULA)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
FH10 Culinary Arts & Hospitality I	FH11 Culinary Arts & Hospitality II Applications	FH13 Culinary Arts & Hospitality III	CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: Family, Career and Community Leaders of America (FCCLA)			

Culinary Arts & Hospitality I (9-11)
This course is designed to introduce students to the hospitality and food service industry by learning about components of professional practice and building basic knowledge and skills in food preparation, garde manger, baking, and food service operations. The introduction includes students learning food safety, breakfast cookery, salads and sandwiches, quick breads and cookies, and dining room service.

Culinary Arts & Hospitality II Applications (9-12) Honors
This course is designed for students to demonstrate their knowledge and skills in basic food preparation, garde manger, baking and food service operations by planning and executing the program's school based enterprise. The experience includes students preparing and selling breakfast items, salads and sandwiches, and quick breads and cookies while applying safety, sanitation, and guest service skills.

.

Culinary Arts & Hospitality III (10-12) Honors
Prerequisites: Culinary Arts II Applications
The course is designed for students to further develop their knowledge and skills through learning about advanced food preparation, garde manger, baking and pastry, and food service operations. The experience includes students learning cooking techniques, food preservation, yeast breads and pastries preparation, human relations management, menu planning, and food service purchasing and receiving.

Sport & Event Marketing Career Pathway (SEMK)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
	MH31 Sport & Event Marketing I	MH32 Sport & Event Marketing II	CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: An association for Marketing Education students (DECA)			

Sport and Event Marketing I (9-12)
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.

Sport and Event Marketing II- Honors (9-12)
In this course, students acquire an understanding of selling, promotion, and market planning of sports, entertainment, and event marketing. Emphasis is on business management, career development, client relations, contracts, ethics, event management, facilities management, legal issues, and sponsorships.

Hospitality & Tourism Career Pathway (HOTO)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
	FH31 Hospitality and Tourism Management I	FH32 Hospitality and Tourism Management II	CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: An association for Marketing Education students (DECA)			

Hospitality & Tourism Management I (9-12)
Students will discover the limitless possibilities in the hospitality and tourism industry. Explore this multifaceted industry and the impact on society, environment, and economy. Investigate ways to engage in exceptional guest service. Gain the knowledge, skills, and industry certification for careers in hospitality and tourism management.

Hospitality and Tourism Management II (9-12)
Students will recognize career opportunities for management in the hospitality and tourism industry. Apply knowledge of the industry to develop a marketing plan for a company. Practice financial management, sales, and leadership for the dynamic industry. Gain the knowledge, skills and industry credential for careers in hospitality and tourism management.

HUMAN SERVICES

Early Childhood Development & Services Career Pathway (EACH)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
	FE60 Child Development	FE11 Early Childhood Education I (2 credit course)	CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: Family, Career and Community Leaders of America (FCCLA)			

Child Development (9-11)
This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance.

Early Childhood Education I Honors (10-12)
Prerequisites: Child Development; 16 years of age
Credit: 2 Units/Periods in the same semester
Application must be completed in the prerequisite child development course.
This two-credit course prepares students to work with children in early education and child care settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. Due to student participation internships at early childhood centers that meet NC Child Care General Statute 110-91 Section 8, students must be 16 years of age prior to October 1 to enroll in this course.
http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html ***Students cannot have a criminal record to take Childcare, EMT, Fire, and Law.***

Early Child Care Pre-Apprenticeship (11-12)
Prerequisites: Early Childhood Education I & Teacher Recommendation
This course is an extension of the childcare program. It is open to a limited numbers of seniors who have completed Child Care I and II who desire some practical work experience. These students work in the childcare center as assistants to the lab teacher. They must be responsible to oversee the entire group of children. Applications must be turned in to childcare teacher prior to spring registration. ***Students cannot have a criminal record to take Childcare, EMT, Fire, and Law.***

Cosmetology Pathway (COSM)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
	IL08 Introduction to Cosmetology	IL09 Cosmetology I Non-Practicum (2 credit course)	CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: SkillsUSA			

Introduction to Cosmetology (9-11)

This course introduces the basic principles and foundations of the cosmetology profession. Students will earn NC Cosmetic Art Board hours towards a license.

Topics include: Orientation, Infection Control: including NC Cosmetic Art Board required evaluations on handwashing, implement infection control, beginning and end of day infection control, blood exposure-self, and blood exposure-client (must pass all 5 evaluations with 100% in order to go into the lab setting and these will be re-tested weekly), life skills, hygiene, communication and beginner product knowledge. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting. Skills in mathematics, science, biology, and problem solving are reinforced in this course.

*Students are REQUIRED to wear a smock, black enclosed shoes, and ID tag.

*Students are REQUIRED to purchase a manikin

****NO student will be denied enrollment or access to materials or courses due to financial status. No course at McDowell High School will be denied to any student due to color, race, national origin, or handicapping condition.**

Cosmetology I Non-Practicum (10-12)

****Prerequisites: Introduction to Cosmetology and MUST re-pass the NC Cosmetic Art Board required evaluation plans with 100% from Introduction to Cosmetology**

Credit: 2 Units/Periods

This course offers review and continued study of the nature of cosmetology. Students will continue to earn NC Cosmetic Board hours towards a license.

Topics include: Review of infection control, nail structure, nail disorders and diseases, properties of the hair and scalp, basics of electricity & chemistry, blow dry and hot iron evaluation, haircut evaluation, manicure evaluation, scalp care, and introduction to haircolor. At least 50% class time is allocated to hands-on experience with manikins. Students must take this class for two periods to receive credit. Students can attend McDowell Technical Community College to complete requirements towards a license after this 2 credit course.

*Students must be in REQUIRED smock, black enclosed shoes, and ID tag.

*Students are REQUIRED to purchase 2 manikins

****NO student will be denied enrollment or access to materials or courses due to financial status. No course at McDowell High School will be denied to any student due to color, race, national origin, or handicapping condition.**

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

Emergency Management Career Pathway (EMMG)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
	IP11 Public Safety I	IP51 Emergency Management I	CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: SkillsUSA			

Students cannot have a criminal record to take Childcare, EMT, Fire, and Law. Students must be present for at least 80% of each Office of State Fire Marshal certification module to earn certification for that module and be eligible to receive firefighter certification.

Public Safety I (9-12)
This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. FEMA certifications NIMS 100,200, 700, 800 are also a part of this course. Additionally, students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students.

Emergency Management I (9-12)
This course is aligned to the Emergency Management certifications from FEMA and are recommended by the North Carolina Emergency Management Office at the NC Department of Public Safety as appropriate for high school students. These certifications are those required by professionals in this field. Certifications in this course include the following: IS-230: Fundamentals of Emergency Management, IS-909: Community Preparedness Implementing Simple Activities for Everyone, IS-235: Emergency Planning, IS-120: An Introduction to Exercises, IS-240: Leadership & Influence, IS-241: Decision-Making and Problem-Solving, IS-242: Effective Communication, IS-244: Developing and Managing Volunteers, IS-288: The Role of Voluntary Agencies in Emergency Management, IS-702: NIMS Public Information Systems, IS-703: NIMS Resource Management, IS-706: NIMS Intrastate Mutual Aid, an Introduction, IS-775: EOC Management and Operations, and IS-559: Local Damage Assessment. The course includes skills in each area, using resources from the community to help deliver instruction to the students.

EPT 130 Mitigation and Preparedness- MTCC CCP Course (11-12)
EPT 130 and 140 must be taken together during the same semester, during 1 class period
This course introduces the mitigation and preparation techniques and methods necessary to minimize the impact of natural, technological, and man-made disasters. Topics include hazard identification and mapping, design and construction applications, financial incentives, insurance, structural controls, preparation, planning, assessment, implementation, and exercises. Upon completion students should be able to develop a mitigation and preparedness plan.

EPT 140 Emergency Management- MTCC CCP Course (11-12)
EPT 130 and 140 must be taken together during the same semester, during 1 class period
This course covers the four phases of emergency management: mitigation, preparedness, response, and recovery. Topics include organizing for emergency management, coordinating for

community resources, public sector liability, and the roles of government agencies at all levels. Upon completion, students should be able to demonstrate an understanding of comprehensive emergency management and the integrated emergency management system.

Emergency Medical Technology Career Pathway (EMMT)			
	Prerequisite	**Concentrator**	**Career Pathway Major**
	EMS110 (2 credit course)		CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: SkillsUSA			

Students cannot have a criminal record to take Childcare, EMT, Fire, and Law. Students must be present for at least 80% of each Office of State Fire Marshal certification module to earn certification for that module and be eligible to receive firefighter certification.

EMS 110 EMT Basic (11-12)
Prerequisites: Must have passed English II
Recommended Prerequisite: Emergency Medical Responder Initial
Credit: 1 unit per semester for two semesters (Must register for both semesters)
This course is aligned to the EMT Basic certification available from the North Carolina Office of Emergency Medical Services and is a yearlong course required to meet the mandatory hours of training. The course includes skills in each area, using resources from the community to help deliver instruction to the students. Mandatory uniform requirement: minimum 1 day per week and at other events while representing the class.

FireFighter Technology Career Pathway (FIFI)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
	IP31 FireFighter Technology I	IP32 FireFighter Technology II	IP33 FireFighter Technology III ***OR*** IP51 Emergency Management I ***OR*** CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: SkillsUSA			

Students cannot have a criminal record to take Childcare, EMT, Fire, and Law. Students must be present for at least 80% of each Office of State Fire Marshal certification module to earn certification for that module and be eligible to receive firefighter certification.

FireFighter Technology I (9-12)
This course covers part of the NC Firefighter certification modules required for all firefighters in North Carolina. The modules include: Orientation, Fire Service Communications, Firefighter Health & Safety, PPE, Building Construction, Portable Extinguishers, Fire Behavior, Tools and Forcible Entry, and Loss Control. This course prepares students for the North Carolina firefighter certification modules. Weekly uniform wear is required. Participation in a Junior Firefighting program with a local Fire Department is strongly encouraged.

FireFighter Technology II (10-12)

This course covers part of the NC Firefighter certification modules required for all firefighters in North Carolina. The modules include: Ladders, Ventilation, Ropes & Knots, Search & Rescue, Water Supplies & Hose & Streams & Appliances, and Emergency Medical Care. This course prepares students for the North Carolina firefighter certification modules. Weekly uniform wear is required. Participation in a Junior Firefighting program with a local Fire Department is strongly encouraged.

FireFighter Technology III- Honors (11-12)
This course covers additional NC firefighter certification modules required for all firefighters in North Carolina. The modules include: Rescue Operations, Fire and Life Safety Initiatives, Rapid Intervention Crew, Hazardous Materials Operations, and Traffic Incident Management System. Weekly uniform wear is required. Participation in a Junior Firefighting program with a local Fire Department is strongly encouraged.

Emergency Management I (9-12) Prerequisite: Public Safety I
This course is aligned to the Emergency Management certifications from FEMA and are recommended by the North Carolina Emergency Management Office at the NC Department of Public Safety as appropriate for high school students. These certifications are those required by professionals in this field. Certifications in this course include the following: IS-230: Fundamentals of Emergency Management, IS-909: Community Preparedness Implementing Simple Activities for Everyone, IS-235: Emergency Planning, IS-120: An Introduction to Exercises, IS-240: Leadership & Influence, IS-241: Decision-Making and Problem-Solving, IS-242: Effective Communication, IS-244: Developing and Managing Volunteers, IS-288: The Role of Voluntary Agencies in Emergency Management, IS-702: NIMS Public Information Systems, IS-703: NIMS Resource Management, IS-706: NIMS Intrastate Mutual Aid, an Introduction, IS-775: EOC Management and Operations, and IS-559: Local Damage Assessment. The course includes skills in each area, using resources from the community to help deliver instruction to the students.

FIP 146 Fire Protection Systems- MTCC CCP Course (11-12)
This course introduces various types of automatic sprinklers, standpipes, fire alarm systems, and fixed and portable extinguishing systems referenced in NFPA standard 25, including their operation, installation, and maintenance. Topics include wet and dry systems, testing and maintenance, water supply requirements, fire detection and alarm systems, including application, testing, and maintenance of Halon, carbon dioxide, dry chemical, and special extinguishing agents utilized in fixed and portable systems. Upon completion, students should be able to demonstrate a working knowledge of sprinkler and alarm systems, both fixed and portable, including appropriate application, operation, inspection, and maintenance requirements.

FIP 228 Local Government Finance- MTCC CCP Course (11-12)
This course introduces local governmental financial principles and practices. Topics include budget preparation and justification, revenue policies, statutory requirements, audits, and the economic climate. Upon completion, students should be able to comprehend the importance of finance as it applies to the operations of a department.

Law & Justice Career Pathway (LAWJ)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
	IP41 Law & Justice I	IP42 Law & Justice II	IP51 Emergency Management I ***OR*** CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: SkillsUSA			

Students cannot have a criminal record to take Childcare, EMT, Fire, and Law. Students must be present for at least 80% of each Office of State Fire Marshal certification module to earn certification for that module and be eligible to receive firefighter certification.

Law and Justice I (9-12)
Students desiring to pursue a career in Law and Justice will examine the basic concepts of law related to citizens' rights and officers' responsibilities to maintain a safe society. This course begins with a study of various careers in public safety. The course will explore the history and development of law enforcement in the United States. Students will then examine the components of the criminal justice system, including the roles and responsibilities of the police, courts, and corrections. Additionally, students will learn the classification and elements of crimes. Students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, the use of force continuum, report writing, operation of police and emergency equipment, and courtroom testimony. Career planning and employability skills will be emphasized.

Law and Justice II (9-12)
This course covers advanced topics relative to leading law enforcement agencies. The modules include: careers, history, federal and state law, constitutional law, ICS modules, baton training, Internships, and CPR certification. English language arts are reinforced. Internships and apprenticeships are available for this course.

Emergency Management I (9-12)
This course is aligned to the Emergency Management certifications from FEMA and are recommended by the North Carolina Emergency Management Office at the NC Department of Public Safety as appropriate for high school students. These certifications are those required by professionals in this field. Certifications in this course include the following: IS-230: Fundamentals of Emergency Management, IS-909: Community Preparedness Implementing Simple Activities for Everyone, IS-235: Emergency Planning, IS-120: An Introduction to Exercises, IS-240: Leadership & Influence, IS-241: Decision-Making and Problem-Solving, IS-242: Effective Communication, IS-244: Developing and Managing Volunteers, IS-288: The Role of Voluntary Agencies in Emergency Management, IS-702: NIMS Public Information Systems, IS-703: NIMS Resource Management, IS-706: NIMS Intrastate Mutual Aid, an Introduction, IS-775: EOC Management and Operations, and IS-559: Local Damage Assessment. The course includes skills in each area, using resources from the community to help deliver instruction to the students.

CJC 132 Court Procedure & Evidence- MTCC CCP Course (11-12)
CJC 132 and 231 must be taken together during the same semester, during 1 class period
This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and

statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

CJC 231 Constitutional Law- MTCC CCP Course (11-12)
CJC 132 and 231 must be taken together during the same semester, during 1 class period
The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

Public Safety Career Pathway (PUSA)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
	IP11 Public Safety I	IP12 Public Safety II	CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: SkillsUSA			

Students cannot have a criminal record to take Childcare, EMT, Fire, and Law. Students must be present for at least 80% of each Office of State Fire Marshal certification module to earn certification for that module and be eligible to receive firefighter certification.

Public Safety I (9-12)
This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. FEMA certifications NIMS 100,200, 700, 800 are also a part of this course. Additionally, students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students.

Public Safety II- Honors (9-12)
This course provides a deeper level of understanding of career information in public safety by focusing on the Community Emergency Response Team (C.E.R.T.) Certification and NECI 40-hour 9-1-1 Basic Communications course certification. CERT is a Federal Emergency Management Administration (FEMA) developed certification that incorporates all areas of public safety.

MANUFACTURING

CCP Welding Career Pathway (WCMN)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
	WLD-110 Cutting Processes & WLD-143 Welding Metallurgy (MTCC Courses)	WLD-131 GTAW (TIG) Plate (MTCC Course)	WLD-115 SMAW (Stick) Plate ***OR*** CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: SkillsUSA			

WLD 110 Cutting Processes- MTCC CCP Course (11-12)
WLD 110 and 143 must be taken together during the same semester, during 1 class period
This course 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 143 Welding Metallurgy- MTCC CCP Course (11-12)
WLD 110 and 143 must be taken together during the same semester, during 1 class period
This course introduces the concepts of welding metallurgy. Emphasis is placed on basic metallurgy, effects of welding on various metals, and metal classification and identification. Upon completion, students should be able to understand basic metallurgy, materials designation, and classification systems used in welding.

WLD 131 GTAW (TIG) Plate- MTCC CCP Course (11-12)
This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.

WLD 115 SMAW (Stick) Plate- MTCC CCP Course (11-12)
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.

Welding Career Pathway (WELD) for students who don't meet CCP requirements			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
	IM61 Welding Technology I	IM62 Welding Technology II	CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: SkillsUSA			

Welding Technology I- Honors (9-12)
This course covers basic industrial and construction welding practices, characteristics, and entry level skills. Topics include safety, tools and equipment, measurement, thermal cutting processes, base metal preparation and shielded metal arc welding (SMAW).

Welding Technology II- Honors (9-12)
This course introduces advanced welding and cutting practices used in industry and construction and emphasizes hands-on experience. Topics include safety, plasma arc cutting(PAC), inspection, weld fit-up and testing, metal properties, and shielded metal (SMAW) arc welding.

Woodworking Career Pathway (WOWO)			
	Prerequisite	**Concentrator**	**Career Pathway Major**
	IM21 Woodworking I	IM22 Woodworking II	CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: SkillsUSA			

Woodworking I (9-12)
This course introduces career information, employment opportunities, and skills required for work in the woodworking and cabinetmaking industry. Topics include the woodworking industries, health, and safety design and layout, materials, hand tools, power tools, portable and stationary, preparation, construction and assembly, and finishing.

Woodworking II- Honors (9-12)
The course teaches the development of knowledge and advanced skills in the woodworking and cabinetmaking industry. Emphasis is placed on advanced principles applied to the woodworking and cabinetmaking industry. Topics include advanced levels of the cabinet making industry, health and safety, design and layout, materials, hand tools, power tools, portable and stationary, preparation, construction and assembly, and finishing.

MARKETING

Marketing Management Career Pathway (MMGT)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
	MM51 Marketing I	MA52 Marketing II	Cooperative Education ***OR*** CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: An association for Marketing Education students (DECA)			

Marketing I (9-12)
Students will implement dynamic marketing processes and activities. Develop an understanding of marketing functions and their impact on business operations. Conceptualize a comprehensive marketing plan. Gain knowledge and skills for careers in marketing.

Marketing II (9-12)

Students will understand marketing mix strategies and the marketing model. Explore the role of marketing research, marketing data, and marketing communications. Apply knowledge to prepare a strategic marketing plan. Gain knowledge and skills for careers in marketing.

Professional Sales and Merchandising Career Pathway (PRSM)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
	M131 Sales I	M132 Sales II	CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: An association for Marketing Education students (DECA)			

Sales I (9-12)
This course will teach students the basic knowledge around the sales profession. Students will explore careers in selling, personal branding, communication skills, customer service, buying behavior, technology, types of selling, product knowledge, and the selling process. Project-based learning, English language arts, mathematics, and social studies are reinforced.

Sales II (9-12)
This course will teach students the art of selling and will build on the content from the Sales I course. Students will further develop their personal brand and will continue to work on communication and customer service skills in addition to learning about pre and post-sales activities. Students will use role plays to engage in the selling process and will learn to think on their feet. Project-based learning, English language arts, mathematics, and social studies are reinforced.

SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS (STEM)

Drafting Engineering Career Pathway (DREN)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
	IC61 Drafting I	IV22 Drafting II – Engineering	CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promises	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: SkillsUSA			

Drafting I- Honors (9-12)
This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas, concepts and trends found in the areas of architecture, manufacturing, engineering, science, and mathematics, sketching and computer assisted design (CAD) skills and techniques.

Drafting II- Engineering- Honors (9-12)

This course teaches the development of knowledge and advanced skills in Engineering Drafting and Design. An understanding of 3D CAD concepts and terms, and the use of 3 D CAD software such as INVENTOR or SolidWorks, are essential to this course, and the required method of producing finished drawings. Topics include advanced levels of Engineering Drafting and Design, Career Opportunities, Problem Solving, Manufacturing Processes, Parametric - Solid Modeling, Dimensioning and Tolerancing, Working Drawings, and 3D modeling.

TRANSPORTATION, DISTRIBUTION & LOGISTICS

Automotive Services Career Pathway (AUTO)			
Foundational Prerequisite	**Prerequisite**	**Concentrator**	**Career Pathway Major**
IT11 Automotive Service Fundamentals	IT16 Automotive Service I	IT17 Automotive Service II	IT18 Automotive Service III ***OR*** CS95 CTE Advanced Studies ***OR*** CS96 CTE Apprenticeship ***OR*** CS97 CTE Internship
Career & College Promise	Approved Career & College Promise Career Technical Education Pathway		
Intracurricular Career and Technical Student Organizations: SkillsUSA			

Automotive Service Fundamentals (9-11)
This course introduces automotive safety, basic automotive terminology, system & component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also careers and various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

Automotive Service I (9-12)
Prerequisites: Automotive Service Fundamentals
This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing, and basic testing of 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.

Automotive Service II- Honors (10-12)
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.

Automotive Service III- Honors (10-12)
This course builds on the skills and knowledge introduced in Automotive Service I & II. Building advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

TRN 170 PC Skills for Transportation- MTCC CCP Course (11-12)
This course introduces students to personal computer literacy and Internet literacy with an emphasis on the transportation service industry. Topics include service information systems, management systems, computer-based systems, and PC-based diagnostic equipment. Upon completion, students should be able to access information pertaining to transportation technology and perform word processing.

CTE ADVANCED STUDIES & WORK-BASED LEARNING

CTE Advanced Studies (11-12) Honors
Prerequisites: Two (2) technical credits within Trade and Industrial Education & Teacher Recommendation and CTE Director Approval

This culminating course is for juniors and 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. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CTE Internship
Course number WB03

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

Junior Reserve Officers Training Corps (JROTC)				
Middle Grades Exploration	**Foundational Prerequisite**	**Prerequisite**	**Concentrator**	**Career Pathway Major**
EY30 Career Exploration	9501 JROTC I	9502 JROTC II	9503 JROTC III	9504 JROTC IV 9505 JROTC V 9506 JROTC VI 9507 JROTC VII 9508 JROTC VIII

JROTC I
Explore the fundamentals of self-discovery and leadership skills essential for various leadership roles in both the military and civilian sectors. Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce. Engage in civic and social concerns in the community , government, and society. Graduate prepared to succeed in post-secondary options and career pathways. Make decisions that promote positive social, emotional, and physical health. Value the role of the military and other service organizations.

JROTC II
Explore the fundamentals of self-discovery and leadership skills essential for various leadership roles in both the military and civilian sectors. Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce. Engage in civic and social concerns in the community, government, and society. Graduate prepared to succeed in post-secondary options and career pathways. Make decisions that promote positive social, emotional, and physical health. Value the role of the military and other service organizations.

JROTC III
Explore the fundamentals of self-discovery and leadership skills essential for various leadership roles in both the military and civilian sectors. Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce. Engage in civic and social concerns in the community, government, and society. Graduate prepared to succeed in post-secondary options and career pathways. ZMake decisions that promote positive social, emotional, and physical health. Value the role of the military and other service organizations.

JROTC IV
Explore the fundamentals of self-discovery and leadership skills essential for various leadership roles in both the military and civilian sectors. Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce. Engage in civic and social concerns in the community, government, and society. Graduate prepared to succeed in post-secondary options and career pathways. Make decisions that promote positive social, emotional, and physical health. Value the role of the military and other service organizations.

JROTC V
Explore the fundamentals of self-discovery and leadership skills essential for various leadership roles in both the military and civilian sectors. Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce. Engage in civic and social concerns in the community, government, and society. Graduate prepared to succeed in post-secondary options and career pathways. Make decisions that promote positive social, emotional, and physical health. Value the role of the military and other service organizations.

JROTC VI
Explore the fundamentals of self-discovery and leadership skills essential for various leadership roles in both the military and civilian sectors. Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce. Engage in civic and social concerns in the community, government, and society. Graduate prepared to succeed in post-secondary options and career pathways. Make decisions that promote positive social, emotional, and physical health. Value the role of the military and other service organizations.

JROTC VII
Explore the fundamentals of self-discovery and leadership skills essential for various leadership roles in both the military and civilian sectors. Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce. Engage in civic and social concerns in the community, government, and society. Graduate prepared to succeed in post-secondary options and career pathways. Make decisions that promote positive social, emotional, and physical health. Value the role of the military and other service organizations.

JROTC VIII
Explore the fundamentals of self-discovery and leadership skills essential for various leadership roles in both the military and civilian sectors. Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce. Engage in civic and social concerns in the community, government, and society. Graduate prepared to succeed in post-secondary options and career pathways. Make decisions that promote positive social, emotional, and physical health. Value the role of the military and other service organizations.