Providence High School

Course Offering Guide

2025- 2026

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INTRODUCTION

This Course Offering Guide is provided as a way to help PHS parents and students understand the courses offered at Providence, prerequisites needed for these courses, and recommendations for succeeding. The guide also informs parents and students of the course options available as a student progresses through his/her four years of high school. Please consult with one of our counselors should you have questions about the information contained within this guide.

Grade Point Averages, Weights of Classes, Grading Scale

In accordance with NC State Board of Education Policy (revised 1-8-2015), grade point average (GPA) calculations are based upon standardization of academic course levels, weighting of course grades, and grading scales.

Academic course levels and weights are defined as follows:

- Standard courses – Course content, pace, and academic rigor follow standards specified by the North Carolina Standard Course of Study. Quality points for the GPA calculation are assigned according to the standard 4.0 scale and receive no additional quality points.
- Honors courses – Course content, pace, and academic rigor place high expectations on the student, demanding greater independence and responsibility. Such courses are more challenging than standard level courses and are distinguished by a difference in the depth and scope of work required to address the Standards. The state course weighting system awards the equivalent of one (1) quality point to the grade earned in Honors courses. Effective with the freshman class of 2015-16, the weighting for Honors courses shall be one-half (.5) of a quality point.
- Advanced Placement (AP) courses – Course content, pace, and academic rigor are considered college-level as determined by the College Board (https://apstudent.collegeboard.org/apcourse) and are designed to enable students to earn high scores on the AP exam, potentially leading to college credit. The state weighting system awards the equivalent of two (2) quality points to the grade earned in an AP course. Effective with the freshman class of 2015-2016, the weight for AP courses shall be one (1) quality point.
- College courses ("dual enrollment") – Course content, pace, and academic rigor are, by definition, college-level for these courses. College courses taken at CPCC or UNCC provide credit for the high school diploma as well as college credit. CPCC courses approved for college transfer credit will receive one extra quality point

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

A = 4.0	B = 3.0	C = 2.0	D = 1.0	F = 0.0

ENGLISH

ENGLISH COURSES		
English I	AP English Language & Composition 11th	Literary Magazine II
English I Honors	English IV	Literary Magazine III Honors
English II	English IV Honors	Literary Magazine IV Honors
English II Honors	AP English Literature & Composition 12th	Yearbook I
English III	Creative Writing	Yearbook II
English III Honors	AP Seminar (Capstone Program)	Yearbook III Honors
	AP Research (Capstone)	Yearbook IV Honors

ENGLISH I
The pace is slower than Honors English as certain skills may still be developing. Most reading is completed in class with focus on comprehension and critical thinking skills. The course uses a variety of guided reading strategies such as close reading and annotating. In-depth, cumulative vocabulary study is closely related to the assigned reading pieces. There are two major literary works and one essay with focus on the revision process. Class time is devoted to mastering concepts, discussing units of study, and making real-world connections. The course follows North Carolina Standard Course of Study and prepares students for college and careers.

ENGLISH I HONORS
Typical honors students are high achievers, work quickly, grasp concepts easily, and have prior knowledge and mastery of key literary and grammar concepts. The pace moves faster as compared to Standard English, with more independent reading and study. Most reading is completed out of class and requires students to be self-motivated. The course uses a variety of independent reading strategies such as close reading and annotating. In-depth and cumulative vocabulary study is based on Greek and Latin roots. There are three classic literary works, two contemporary works studied independently, and multiple essays. Class time is devoted to discussing units of study, synthesizing new knowledge, and making real-world connections. The course follows North Carolina Standard Course of Study, and prepares students for honors and AP classes, college, and careers.

ENGLISH II
Students read, analyze and respond to selections from World Literature. A wide variety of texts are studied, including novels, essays, memoirs, documents, short stories, and poetry. Writing, critical thinking, grammar and language skills are emphasized in order to prepare students for college and careers. Curriculum objectives follow the Standard Course of Study established by the NC Dept. of Public Instruction.

ENGLISH II HONORS
As with standard level classes, honors students read, analyze and respond to selections from World Literature; however, the English II Honors classes are designed to appeal to students who are highly motivated and enjoy a challenge. Honors students are expected to work at a greater pace, depth, and level of complexity. Students study a wide variety of texts including novels, essays, memoirs, documents, short stories and poetry. Students in honors classes will use diverse scholarly sources to enhance their study of literature, and they are expected to do more work independently and with higher levels of critical thinking to prepare students for college and careers. Curriculum objectives follow the Standard Course of Study established by the NC Dept. of Public Instruction.

ENGLISH III
English III students will read, write, and respond to American Literature. Curriculum objectives follow the Standard Course of Study established by the NC Dept. of Public Instruction. Students study a wide variety of texts, including novels, historical essays, foundational government documents, and short stories. The selected texts reflect an overview from each era of American literature. Writing, critical thinking, grammar, and language skills are emphasized. Students in English III also complete the Junior Paper as outlined in the CMS Graduation Project requirements.

ENGLISH III HONORS

This course is designed to prepare students for college and career readiness. The course will appeal to students who are highly motivated and enjoy a challenge. Students will read, write, and respond to American literature, based on the curriculum objectives established by the NC Dept. of Public Instruction. The Lexile levels and content of the texts are intentionally selected to prepare students for college level literary analysis. This course covers more topics and digs deeper into the curriculum; thus, students should be able to work at a high level independently. Students read more novels in Honors than Standard. Students are expected to read a variety of works throughout the year and are expected to be able to comprehend complex texts with minimal scaffolding from the teacher. Students must work at a quick pace and be independently motivated. They should possess good time-management skills and demonstrate self-discipline. Students in English III also complete the Junior Paper as outlined in the CMS Graduation Project requirements. Students should take Honors English III if they have been successful (earning an A or B) in other Honors English classes at Providence.

AP LANGUAGE AND COMPOSITION (11th)

AP English III (Language and Composition) engages students in becoming skilled readers and writers. Instead of focusing simply on content, students will analyze how authors use stylistic devices and rhetorical strategies to achieve their purpose. Reading focuses on nonfiction and American literature. In other words, major assignments are consistent with Honors (number of novels, Junior Paper, etc.), but the work completed in class is aligned with the skills measured on the AP exam. Since AP is a college-level course, the objectives are diverse and ambitious, and students will work in groups to tackle in-depth analysis and in-class writing assignments. *Course Prerequisites: It is suggested that students have performed well on the verbal portion of the PSAT and have received an A or B in a previous honors level English course.*

ENGLISH IV

Students read, analyze, and respond to selections from Western European literature. Curriculum objectives follow the Standard Course of Study established by the NC Dept. of Public Instruction. Writing, critical thinking, grammar, and language skills are emphasized in order to prepare students for college and careers. As part of the CMS Graduation Project requirements, students will present the research completed in the Junior Paper.

ENGLISH IV HONORS

As with standard level classes, honors students read, analyze and respond to selections from Western European literature; however, honors students are expected to work at a greater pace, depth, and level of complexity. Students in honors classes will use diverse scholarly sources to enhance their study of literature, and they are expected to do more work independently and with higher levels of critical thinking. Curriculum objectives follow the Standard Course of Study established by the NC Dept. of Public Instruction. As part of the CMS Graduation Project requirements, students will present the research completed in the Junior Paper.

AP LITERATURE AND COMPOSITION ENGLISH (12th)

AP English IV (Literature and Composition) is designed to assist the student in mastering those skills necessary to take the AP exam successfully. Through close reading of selected texts in the genres of long and short fiction, drama, and poetry, students will deepen their understanding of the ways that writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's intrinsic structure, style, and theme, as well as such elements as figurative language, imagery, symbolism, and tone. Students will practice with regularity those skills needed to answer both the multiple choice and analytical writing questions given on the AP exam. As this is a college-level course, students should be highly motivated and diligent.
Course Prerequisites: It is suggested that students have performed well on the verbal portion of the PSAT and have received an A or B in a previous honors level English course.

CREATIVE WRITING
In this composition course, students focus on narrative, expository, and illustrative experiences in different genres of writing. Students produce written, oral, visual, and digital texts to express, develop, and substantiate individual experiences.

LITERARY MAGAZINE II
Literary Magazine combines elements of a creative writing course with the publication of the magazine. Students are asked to continue to improve their own writing as they work to judge the submissions of others. Some assignments will be structured, featuring a variety of poetry, narratives, fiction, and other smaller assignments. Students will be required to submit to the magazine and enter a number of contests. Students will also complete writing portfolios each semester. Of course, students will also work on the publication of the magazine, involving themselves in all aspects of the production. Because this is an application elective, grade calculations include work that would not be found in a more traditional academic course. These responsibilities will include but are not limited to: writing and editing, feature article, review, layout and design, judging, fundraising/patrons, community relations. *Prerequisite: Application/Teacher Recommendation*

LITERARY MAGAZINE III HONORS / LITERARY MAGAZINE IV HONORS
Students who participate in the Literary Magazine at Levels III and IV use advanced strategies in design and writing. More importantly, they must be self-directed learners and peer teachers. Students are asked to continue to improve their own writing as they work to judge the submissions of others. Some assignments will be structured, featuring a variety of poetry, narratives, fiction, and other smaller assignments. Students will be required to submit to the magazine and enter a number of contests. Students will also complete writing portfolios each semester. Of course, students will also work on the publication of the magazine, involving themselves in all aspects of the production. Because this is an application elective, grade calculations include work that would not be found in a more traditional academic course. These responsibilities will include but are not limited to: writing and editing, feature article, review, layout and design judging, fundraising/patrons, community relations. *Prerequisite: Literary Magazine II and teacher recommendation*

YEARBOOK I
Students learn basic photography, layout, and copy writing and assist in the production of the school yearbook. Contributing to the publication of the yearbook may require outside classroom hours to meet deadlines. *Prerequisite: Application/Teacher Recommendation*

YEARBOOK II
Students learn advanced layout and design and produce the school yearbook. Contributing to the publication of the yearbook may require outside classroom hours to meet deadlines. *Prerequisite: Application/Teacher Recommendation*

YEARBOOK III HONORS / YEARBOOK IV HONORS
Students use advanced design and layout techniques, write extensive, quality copy free of errors, edit and revise other students' copy and layouts, serve as organizational planners for soliciting advertisements and for the sale and distribution of the school yearbook. Contributing to the publication of the yearbook may require outside classroom hours to meet deadlines. *Prerequisite: Application/Teacher Recommendation*

AP CAPSTONE

AP CAPSTONE

AP Capstone is an innovative diploma program that provides students with an opportunity to engage in challenging scholarly practice of the core academic skills necessary for successful college completion. The program is built on the foundation of two courses: AP Seminar and AP Research. It is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. Students who earn scores of 3 or higher on the AP Seminar and AP Research Exams and scores of 3 or higher on four AP Exams of their choosing will be awarded the AP Capstone Diploma. The AP Capstone Diploma signifies a student's outstanding scholastic achievement and attainment of college-level academic and research skills. Accordingly, the AP Capstone diploma is primarily valuable for admissions consideration. While this is a national program, there are only a few districts in North Carolina that offer the AP Capstone Program. *Prerequisite: Application/Open to all freshmen in Spring semester*

AP SEMINAR (10th Grade)

AP Seminar is a foundational research writing course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. *Prerequisite: Acceptance into the AP Capstone Program.*

AP RESEARCH (12th Grade)

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense. *Prerequisite: Successful completion of the AP Seminar course.*

Multi-Language Learners (ML)

MULTI-LANGUAGE LEARNERS COURSES		
ML English I Intermediate ML English II Intermediate ML English III Intermediate ML English IV Intermediate	ML PACE Language Lab I	ML English Lang. Development 9 ML English Lang. Development 10 ML English Lang. Development 11 ML English Lang. Development 12

ML ENGLISH I / II / III / IV (INTERMEDIATE)
These courses are instructed by highly qualified teachers with dual certification in ML and ELA. These courses follow the Essential Standards for English Language Arts and the North Carolina WIDA (World-Class Instructional Design and Assessment) Standards Framework. Lesson delivery is adapted through the use of visuals, collaborative learning, discussion and modified language to meet the needs of the English language learner. *Prerequisite: Teacher Recommendation*

ML ENGLISH LANGUAGE DEVELOPMENT 9 / 10 / 11 / 12
These courses are instructed by highly qualified ML Teachers. Small group instruction follows the North Carolina WIDA (World-Class Instructional Design and Assessment) Standards Framework to develop listening, speaking, reading and writing skills in English. *Prerequisite: Teacher Recommendation*

PACE Language Lab I
Students in the Personalized Academic Command of English course develop rich academic language along with foundational literacy skills. Students engage in rigorous, grad-level content scaffolded for Novice, Newcoming, and SIFE students.

NJROTC (Naval Junior Reserve Officers' Training Corps)

NJROTC	
NJROTC I NJROTC II Honors	NJROTC III Honors NJROTC IV Honors

NJROTC is a character and leadership development program.
It is not a pre-military program. NJROTC requires strict appearance codes.

NJROTC I / NJROTC II Honors
This course includes academic instruction in leadership, citizenship, college preparation, Maritime geography and history, military justice, international law, sea power and national security, Naval Operations and skills, ethics and personal finances. The military portion focuses on additional military orientation subjects, as well as basic drill, uniform inspections, and military bearing and courtesies. Students also participate in various team building and fitness programs during class. Each level in the courses offers a continuation of the previous subjects and increased opportunities for leadership development. *Prerequisite: Be in the 9th grade or above, good moral character, and a desire to learn. Prerequisite: NJROTC Level II requires the successful completion of NJROTC I*

NJROTC III HONORS
Curriculum builds on previous NJROTC I and NJROTC II (see above) courses. The focus is on short and long-range planning, decision-making skills, coordination control, and execution of cadet organization activities. It stresses communication skills, composition, and provides an introduction and practical application of Science, Technology, Engineering, and Mathematics (STEM), as applied to the maritime services. Cadets complete a research based project and oral presentation. P*rerequisite: Successful completion of NJROTC I and II respectively and recommendation of the Senior Naval Science Instructor*

NJROTC IV HONORS
Curriculum builds on previous NJROTC I, II, and NJROTC III (see above) courses. The focus is on short and long-range planning, decision-making skills, coordination control and execution of cadet organization activities. It stresses communication skills, composition, advanced leadership lessons, real-world case studies, and basic finance. Cadets complete a research based project and oral presentation. *Prerequisite: Successful completion of NJROTC I, II and III respectively and recommendation of the Senior Naval Science Instructor*

WORLD LANGUAGES

French I French II French III Honors French IV Honors AP French Language and Culture	German I German II German III Honors German IV Honors AP German Language and Culture	Spanish I Spanish II Spanish III Honors Spanish IV Honors AP Spanish Language and Culture

World Language Course descriptions – PHS all languages

LEVEL I
Students develop the listening, speaking, reading and writing skills needed for basic communication including core grammar concepts. Strong emphasis is given to the development of listening and speaking skills. Students will memorize vocabulary lists to build a solid language foundation. Examples of topics are self and others, my house, food, free time activities, weather and location, clothing and household chores. Geography and culture are taught as an integral part of language study. Grammar concepts covered are language specific, but here are a few examples: present and future tense, verb conjugation, word order for statements or questions, stem-changing verbs and modal verbs. We will cover the cases, definite, indefinite articles, some conjunctions and most pronouns. By the end of the school year, this class is conducted 80% in the target language.

LEVEL II
Students learn the bulk of foundational grammar concepts and memorize lots of vocabulary words and phrases. Students will develop the four language skills (speaking, listening, reading, and writing) and enable them to communicate in the target language about everyday topics, including family, environment, everyday routines, traveling, shopping, food and restaurants, table settings, body parts, doctor visits, and other activities. Grammar concepts covered are language specific, but here are a few examples: conversational past (present perfect), simple past (preterit), reflexive verbs & pronouns, cases, adjective endings, prepositions, and conjunctions. This course is conducted 80% in the target language. *Prerequisite: Level I*

LEVEL III HONORS
Students really focus on developing their intermediate communication and writing skills. This course expands students' vocabulary base in a highly authentic cultural context. Students reflect on grammar points that are necessary for writing paragraphs and for speaking the target language accurately in a sophisticated manner in context. Students are exposed to famous people and important moments in history. They also read authentic texts from a variety of media: articles, songs, movies and newsprint. Students present several times per year. Language specific grammar concepts from level II are reviewed and the future, passive, conditional and subjunctive are added as well as additional tenses formed using the auxiliary verbs. This class is conducted 80-90% in the target language. *Prerequisite: Level II*

LEVEL IV HONORS
This course refines the four language skills, study of history, and introduction to literary works. Students read literature in the target language. Students must show mastery in all grammar points covered in level III, and will add additional layers of sophistication to their command of the language. Students delve deeper into the target culture (songs, movies), analyze important moments in history and create their own writing (articles, email, resume) in a sophisticated manner. Authentic texts from a variety of media are used to analyze and discuss contemporary topics. Students present at least three times per year. This class is conducted 80-90% in the target language. *Prerequisite: Level III Honors*

AP LANGUAGE AND CULTURE

This course is designed for highly motivated students to gain advanced proficiency in speaking, reading and writing. Students should have a strong command of vocabulary, structure and culture. This class further exposes them to various authentic materials and media sources, movies and contemporary fiction. The AP exam, which is given in May, emphasizes the use of language for active communication, therefore students must be able to fluently and accurately express ideas and produce their own genres of writing. Instruction centers around six AP themes: Global Challenges, Science & Technology Life, Contemporary Life, Personal & Public Identities, Families & Communities, and Beauty & Aesthetics, which are outlined on myap.collegeboard.org. College credit can be earned if a student has an AP exam grade of 3 or higher. This class is conducted 100% in the target language. *Prerequisite: level IV Honors. Students with a high B or A in level III Honors may skip IV, but only with the teacher's recommendation.*

MATHEMATICS

Foundations of NC Math 1 NC Math 1 NC Math 2 NC Math 2 Honors	NC Math 3 NC Math 3 Honors NC Math 4 NC Math 4 Honors	Discrete Math for Computer Science Honors	AP Pre-Calculus AP Statistics AP Calculus AB AP Calculus BC

FOUNDATIONS OF NC MATH 1
This course covers topics to better prepare students for Math 1. Beginning with entering ninth grade students in 2009, students will earn elective credit, not math credit for successful completion of this course.

NC MATH 1
This course provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics, and modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties, and interpreting categorical and quantitative data. Honors level is a semester long course only offered to students with a Level 5 EOG score in the eighth grade.

NC MATH 2 / HONORS NC MATH 2
This course continues a progression of the standards established in Math 1. In addition to these standards, Math 2 includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions. Honors is offered to the academically advanced students to provide opportunities to study and learn and to accelerate their learning in a specific content area. The course is designed to be more challenging by covering additional topics or some topics in greater depth. The standards are the same as for regular Math 2 but focuses more on content for the honor's level courses. *Prerequisite: Math 1*

NC MATH 3 / HONORS NC MATH 3
This course progresses from the standards learned in Math 1 and Math 2. In addition to these standards, Math 3 extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. Math 3 also includes the geometric concepts of triangles and circles. Honors is offered to the academically advanced students to provide opportunities to study and learn and to accelerate their learning in a specific content area. The course has an emphasis on set notation, data analysis, trigonometry, and advanced functions in preparation for AP Pre-Calculus. *Prerequisite: Math 1 and Math 2*

NC MATH 4 / HONORS 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 courses. This 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 for other advanced level math courses. A TI-84 Plus graphing calculator is necessary for this course. Prerequisite: NC Math 3

DISCRETE MATH FOR COMPUTER SCIENCE

The purpose of this course is to introduce discrete structures that are the backbone of computer science or any data analysis course. Discrete mathematics is the study of mathematical structures that are countable analyses of data and basic statistics that help to make projections of future trends and analytical decision making. The mathematics of modern computer science is built almost entirely on discrete mathematics such as logic, combinatorics, proof, and graph theory. At most universities, an undergraduate-level course in discrete mathematics is required for students who plan to pursue careers as computer programmers, software engineers, data scientists, and financial analysts. Students will be prepared for college level algebra, statistics, and discrete mathematics courses. Prerequisite: NC Math 3

AP PRE-CALCULUS

Students should be proficient with all functions ranging from linear to trigonometric graphs, solving equations of all functions, and having a solid foundation of basic math skills. In AP Pre-Calculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling with functions, and they examine scenarios through multiple representations. Students study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Additionally, students apply their understanding of functions by constructing and validating appropriate function models for scenarios, sets of conditions, and data sets, thereby gaining a deeper understanding of the nature and behavior of each function type. Modeling is a key feature of the course. Students will select, construct, and validate function models using transformations of functions and regressions. AP Pre-Calculus prepares students for other higher-level mathematics and science courses. The AP Pre-Calculus exam will be taken in the spring. A TI-84 Plus graphing calculator is necessary for this course. Prerequisite: NC Math 3 (preferably Honors)

AP STATISTICS

This course is based on the objectives listed in the topic outline for AP Statistics from the College Board. The nine units included in these objectives are exploring data, sampling and experimentation, anticipation patterns, probability, and statistical inference. One of the main goals of this course is the use of higher-level thinking skills, in particular the analysis of information and data. Students write analytical explanations for statistical problems in the context of the data. Students are asked to discover the connection between calculator graphical displays, tabular displays, and results from calculator functions. Laboratory activities are used in various units to supplement the text. Students regularly work in a group setting when solving problems in class. A statistical project is required of all enrolled students. The project is a major portion of the student's 4th quarter grade. A TI-84 Plus graphing calculator is necessary for this course. Prerequisites: NC Math 3 or NC Math 4 (preferably Honors) / Students may also take this course concurrently with AP Pre-Calculus, schedule permitting.

AP CALCULUS AB / AP CALCULUS BC

AP Calculus is generally taken by students pursuing a STEM field or looking to be challenged mathematically. AP Calculus courses are taught on the 4x4 block schedule. All AP Calculus students are placed together in AP Calculus AB for the first semester. AP Calculus AB is a prerequisite for AP Calculus BC. Those students continuing second semester are placed in AP Calculus BC. One unit of credit is awarded for each of the courses. The curriculum covers differential and integral Calculus of single variable functions and includes in the AP Calculus BC course extended applications to parametric, polar, and vector-valued functions as well as sequences and series, numerical solutions to differential equations, indeterminate form limits, and improper integrals. Only those students with prerequisite skills, self-motivation, and a willingness to commit to rigorous and demanding mathematical courses should elect to take this course. Homework is assigned daily, and the resulting practice is most important to success. All students who take one or both courses are encouraged to take the AP Exam in the spring; students taking AP Calculus BC will be expected to take the BC exam or the AB exam. Reviews will be done in the spring of second semester to prepare for the exam. A TI-84 Plus graphing calculator is necessary for this course. Prerequisite: AP Pre-Calculus is recommended for students who have earned a B or better.

SCIENCE

SCIENCE COURSES			
Earth & Environmental	AP Biology	Physics	Oceanography
Earth & Environmental Honors	Physical Science	Physics Honors	AP Environmental Science
Biology I	Chemistry I	AP Physics 1	Forensic Science Honors
Biology I Honors	Chemistry I Honors	Astronomy	Anatomy & Physiology Honors
	AP Chemistry		

EARTH & ENVIRONMENTAL SCIENCE / HONORS EARTH & ENVIRONMENTAL SCIENCE
This course is a lab-based class emphasizing the function of the earth's systems. Emphasis is placed on the human interactions with the earth's geologic and environmental systems, predictability of a dynamic earth, origin and evolution of the earth system and universe, geochemical cycles and energy in the earth system. Honors: Students will be expected to work at an accelerated pace covering additional depth and breadth of the Earth system, and be required to complete an additional project. Honor level students will be expected to be able to work and learn on an individual basis along with communicating their responses to more challenging questioning.

BIOLOGY I / HONORS BIOLOGY I
This course is a lab-based course in which students study the cell, molecular basis of heredity, biological evolution, interdependence of organisms, matter & energy, organization in living systems, and the behavior of organisms. Honors: Students are expected to work independently on a variety of assignments & accept greater responsibility for their learning. In addition to standard class goals & objectives, students are expected to design and carry out several independent investigations of biological questions, read and report on recent research in biology, & demonstrate a more in-depth conceptual understanding of all biology objectives. Extra activities include independent projects & book readings.

AP BIOLOGY
AP Biology is a double-blocked course that meets once every day for 90 minutes all year long. It is the equivalent of the first two semesters of introductory Biology for college biology majors, as outlined by the College Board. The curriculum includes: molecules and cells, heredity and evolution, and organisms and populations with a strong concentration in molecular biology. Outside readings, discussions, and reporting of contemporary issues will enhance the experience. The rigor of the material offers a challenge for high achieving students. As in any college lab, work that is not completed within the confines of the time scheduled will be completed after class under instructor supervision. Student-guided study sessions help students prepare for class tests and the AP Exam. Acute interest in the science and strong motivation are key factors. Labs: In addition to the required labs performed by all AP Biology students, there are additional lab experiences, with selected complete lab reports. *Prerequisites: Biology I and Chemistry I. It is recommended that students earn an A or B in Biology I Honors and Chemistry I Honors.*

PHYSICAL SCIENCE
This course is a lab-based class in which students will study the principles of chemistry and physics that include matter, energy, structure of atoms, chemical reactions, forces, and motion.

CHEMISTRY I / HONORS CHEMISTRY I
This course is a lab-based class in which students will study the structure and properties of matter as they explore chemical reactions, the structure of atoms, conservation, and interactions of energy and matter. Honors: Students will be expected to work at an accelerated pace and complete an additional project about an advanced topic in Chemistry. Honors students will also cover several topics in greater depth within the curriculum. Extra topics include: quantum numbers, hybrid orbitals, resonance, limiting reactant, applications of the ideal gas equation, BP/FP calculations, Ka, etc. *Prerequisites: NC Math 1 and NC Math 2 (NC Math 3 can be taken concurrently). This is a recommended physical science course for college/university admission.*

AP CHEMISTRY
This course is a double-blocked course, meets once every day for 90 minutes, all year long. Course is for students expecting to major in Biology, Chemistry, Physics or other science related fields in college. It is especially recommended for engineering and pre-med majors. College credit can be earned in lecture and lab sections. Classwork: The pace is very rapid. We do not reteach Chemistry I. Attendance and daily quizzes are essential requirements. Grades will be based on daily quizzes, homework, lab reports and tests. Over half the questions on the AP Exam come from four topics – kinetics, equilibrium, thermodynamics and electrochemistry. A complete understanding of stoichiometry is also essential. Students will take 3 practice AP tests. Labs: There are twenty-one required labs, a few of which are covered in Chemistry I. Many take several days to complete. *Prerequisites: Chemistry I and NC Math 2. It is recommended for students who earned an A or B in Honors Chemistry I, an A in standard Chemistry I, NC Math 3, Pre-Calculus or Calculus (can be taken concurrently).*

PHYSICS / HONORS PHYSICS
This course is a lab-based class in which students will study the fundamentals of the physical world of matter, energy, basic mechanics, and particle physics. Honors: Students will be expected to work at an accelerated pace and at a higher math level, and complete additional lab projects each quarter about Newton's Laws and Circuits. Students will be required to use multiple step problem solving skills. Honors students will also cover several topics in greater depth within the curriculum. Extra topics include: optics and magnetism. *Prerequisite: NC Math 2 Recommended to complete NC Math 3 or concurrently enrolled in NC Math 3. This is a recommended physical science course for college/university admission.*

AP PHYSICS 1: Algebra-Based
This course is the equivalent to a first semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics & angular momentum); work, energy, and power; and mechanical waves and sound. It will introduce electric circuits. Course is double-blocked and meets once every day for 90 minutes, all year long. *Prerequisites: NC Math 2 and should be concurrently taking NC Math 3 or an equivalent course. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself. No prior course work in physics is necessary.*

ASTRONOMY
This course acquaints students with astronomy concepts including basic facts about the Earth, moon, and stars. Included for study are galaxies, cosmology, and space exploration. This is a science elective course and is not required for graduation credit.

OCEANOGRAPHY
This course emphasizes the interrelationships of physical geography, chemistry, geology and biological studies in the ocean environment. This is a science elective course and is not required for graduation credit.

AP ENVIRONMENTAL SCIENCE
This course is an interdisciplinary course incorporating physical and life sciences in the study of living systems and their relationship to the non-living world. It emphasizes the structure of and process within the environment and how human activities have impacted these systems. Focus will be on how ecosystems are maintained, and how these principles can be sustained. Major units include: atmosphere {air}, hydrosphere {water}, and lithosphere {land}. Other topics such as epidemiology, population dynamics, energy flow, nutrient cycles, etc. will be studied. Ongoing curriculum includes legal, economic, political, and ethical issues discussed as appropriate for each unit. Prospective students should have the ability to read and synthesize text quickly and accurately. They should also be able to articulate through writing their understanding of concepts and to justify their claims based on evidence. Students should have earned at least a 50 on the critical reading and math sections of the PSAT. Typically, the most successful students are highly motivated and enter the class with the broadest and deepest backgrounds in science and math. Students typically take APES in their junior or senior year. Objectives: Students will be able to differentiate natural vs. human impacted processes, compare resource distribution to human development and

economics, describe ecosystem interactions on a global and local level, contrast renewable and nonrenewable resources and describe future alternatives, calculate/predict populations and explain human population dynamics, evaluate legal, political, ethical, and economic influences on environmental issues. Class Structure**:** Lectures, demonstrations, group reports, debates, laboratory exercises and outside activities, class discussions, computer simulations and research, written exercises, worksheets, practice calculations, and research papers. As much as possible, a "hands-on" approach to learning is practiced*. Prerequisites: NC Math 1 and Biology I. The College Board recommends that students have already completed another lab science in addition to Biology I (usually Chemistry I or Physics).*

FORENSIC SCIENCE HONORS

Forensic science is the application of basic biological, chemical, and physical science principles in the investigation of crime scenes. Students will learn how to observe, collect, analyze, and evaluate evidence. Some of the many topics covered are fingerprint analysis, hair and fiber comparison, serology, and crime scene analysis. This is a science elective course and is not required for graduation credit.

ANATOMY & PHYSIOLOGY HONORS

This course features a survey of the structures and functions of human body systems from a scientific perspective. Students will practice lab techniques by performing investigations that may include calculating bone density, investigating factors that influence cardiac and muscle performance, and comparative anatomy observations. There will be opportunities for students to creatively express anatomical and physiological principles. *Prerequisite: Chemistry, Physics, or Physical Science.*

SOCIAL STUDIES

SOCIAL STUDIES COURSES		
World History	Economics & Personal Finance	AP Comparative Government & Politics
World History Honors	Economics & Personal Finance Honors	AP Macroeconomics
AP World History	AP Psychology	AP Human Geography
Founding Principles of the US&NC Civic Literacy	AP United States History	Perspectives on Leadership
Founding Principles of the US&NC Civic Literacy Honors	AP European History	Dimensions of Leadership
American History	AP U.S. Government & Politics	Leadership in the 21st Century
American History Honors		Honors African American History

WORLD HISTORY / HONORS WORLD HISTORY

World History is designed to be a historical study of societies, nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details inclusive of change over time, historical impact, religion, diplomacy, culture practices and beliefs, and economic, political, and social institutions. The course is intended to examine the historical development of the world and global issues and patterns since 1200. The course also explores the underlying themes of: Social, Political, Innovations, Culture and Economics including cultural diffusion and trade.. The standards for this course seek to move beyond the rote teaching of world history to the teaching of history in context to the world and global society in which students currently live and need to understand. The goal of this course is to blend the historical with the contemporary and current so that students begin to acquire an understanding of how the historical events and decisions of ancient, classical, and modern history have implications for lasting impacts that have influenced the world in which we currently live. The course is broken into 7 Units (each with a Unit test and vocabulary with literacy assignments), with a midterm (Units 1, 2, 3) and cumulative final exam (All units).

AP WORLD HISTORY

AP World History course content is a challenging full year course that explores the year 1200 to the present day. Students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

FOUNDING PRINCIPLES OF THE US&NC CIVIC LITERACY / FOUNDING PRINCIPLES OF THE US&NC CIVIC LITERACY HONORS

This course provides students the opportunity for a deeper study of the governmental and political systems of the N.C. and the U.S. 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.

AMERICAN HISTORY / HONORS AMERICAN HISTORY

The American History course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election (i.e. 2020, 2024, etc.). This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Students in this course will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past. Rooted in Inquiry-based skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action. As well-rounded, productive citizens, students will leave the American History course with both the knowledge and the skills to engage with the modern world by recognizing contemporary patterns and connections.

ECONOMICS AND PERSONAL FINANCE / ECONOMICS AND PERSONAL FINANCE HONORS

The Economics and Personal Finance course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. The course will focus on the development of students who understand economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Students should be provided with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society. The Economics and Personal Finance course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning.

AP PSYCHOLOGY

The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. The aim is to provide a learning experience equivalent to that obtained in most college introductory psychology courses.

AP UNITED STATES HISTORY

In this introductory college-level US History course, students will pursue their understanding of U.S. history from c. 1491 CE to the present. Each unit is divided into 9 separate time periods that cover key concepts and events in US History. Students will analyze historical sources and develop key historical thinking skills to make connections and craft historical arguments as they explore concepts like 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 will also develop their analytical and interpretive writing skills by practicing short answer questions, document-based questions, and long essay questions throughout the year. *Prerequisite: Civics & Economics/ Honors Civics & Economics/ AP US Government*

AP EUROPEAN HISTORY

This course is an introductory college course that covers modern European history from the late 14th century to the present. Students will be expected to know the political-diplomatic, social-economic, and cultural-intellectual trends in European history. Students should be prepared to put in a significant amount of time per night in order to be successful in this content-loaded course. In addition to the text, there will be one supplemental text that will be required reading. Students will frequently be required to write essays, including document-based questions (DBQ's) and different types of short answers. Students will be expected to participate in class discussions- and complete all work in the AP Classroom. *Prerequisite: World History*

AP UNITED STATES GOVERNMENT & POLITICS
This course provides students with a comprehensive understanding of the operation of the American national government. The subjects covered include political beliefs and behaviors, political parties, elections, interest groups, mass media, national institutions, policy processes, and the development of individual rights and liberties. Emphasis is given to the relationship of the citizen to the structure and function of the American constitutional system. A course priority is placed on increasing the techniques of evaluation, refuting, comparing, contracting, analyzing, documenting, and supporting ideas. When students leave this class they should be able to describe, analyze, and discuss how the American government and political systems work on a sophisticated level. This class builds on knowledge acquired in Civics and Economics by adding college level reading, texts. *Recommended Prerequisites: Civics & Economics*

AP COMPARATIVE GOVERNMENT AND POLITICS
This course is designed to provide students with the conceptual tools necessary to develop an understanding of some of the world's political structures and practices. This course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to the students the importance of global political-economic changes. Six countries are examined in detail: Great Britain, Russia, China, Mexico, Nigeria, and Iran. Topics include methodology, power, institutional structure, civil society, political/economic change, and public policy.

AP MACROECONOMICS
This course will give students an understanding of the principles of economics related to national-level data and public policy. Topics to be covered include the basics of supply and demand, ways to measure the health of the national economy, the Federal Reserve, and fiscal policy. Passing the AP Macroeconomics exam could translate into college credit for an introductory macroeconomics class, which is a requirement for most business and political science majors. Most writing assignments will include drawing and interpreting graphs and many will involve the use of formulas to answer questions (they are essentially word problems using basic algebra). Students should be prepared to put in significant time outside of class on readings, practice problems, and other assignments. An additional text is required.

AP HUMAN GEOGRAPHY
This course is a college-level survey course designed to introduce students to the branch of geography dealing with how human activity affects or is influenced by the earth's surface, called Human Geography. Units of study include: the nature of geography, population, migration, culture, language, religion, ethnicity, gender, political geography, economic development, agriculture, industry, and urban geography. Case studies from around the globe introduce students to the patterns and processes that have shaped human use and alteration of the Earth's surface. Most often taken as a 10-12th grader, Human Geography is a great course for students interested in geography, social issues, international relations, food production, international business, and urbanization. Students must be up to the challenge of reading a college lexile-level textbook and purchase one review book before the AP exam. It is suggested for students who have done well on the reading/language portions of either the PSAT or PreACT, and have received an A or B in a previous honors-level social studies class.

PERSPECTIVES ON LEADERSHIP
Perspectives on Leadership is the introductory course for Providence High's Leadership classes. Students in the class are expected to explore various leadership styles and then assess their present strengths and weaknesses to realize their potential for leadership. Students develop personal skills such as taking initiative, decision making, communicating effectively, setting goals, and managing resources by participating in student-led workshops, lessons, and events. *Prerequisite: Application*

DIMENSIONS OF LEADERSHIP

Dimensions of Leadership builds on the foundations learned and experienced in Perspectives on Leadership. As part of this class, students are expected to design project goals, chair committees for events, delegate responsibilities, and manage financial responsibilities. Students learn effective meeting and conflict resolution skills. Students evaluate personal and group performance to improve the quality of communication and effectiveness. *Prerequisite: Application and Perspectives on Leadership*

LEADERSHIP IN THE 21ST CENTURY

This student leadership course is designed to provide high school students, who are elected to serve in their school's student council, with an opportunity to enhance their personal leadership skills in actual situations in their school and community. The design is to assist students in examining the effort and attitudes needed to take personal ownership of their school and surroundings. By analyzing past and present ideas of leadership, students will be able to better understand the ongoing process and difficulties inherent in various historic leadership roles. *Prerequisite: Application and 2 years of Leadership class experience.*

HONORS AFRICAN AMERICAN STUDIES

African Americans have made significant contributions to the economic, political, social, and cultural development of the United States. Through this course, students discover how African Americans have always been an integral part of the American experience.

HEALTH/PHYSICAL EDUCATION

HEALTH & PE COURSES			
Health/Physical Education Team Sports Lifetime Sports Novice Group Fitness	Inter. Group Fitness Novice Swimming	Sports Medicine I Sports Medicine II	Novice Strength Training Intermediate Strength Training Advanced Strength Training Elite Strength Training

HEALTH AND PHYSICAL EDUCATION

Health: Students will understand and accept responsibility for their own health (mental, physical, & social) and determine individual control over health risks. Topics covered are building healthy relationships, awareness of stress and management of stress, understanding a mutually monogamous relationship, proper nutrition and exercise, and substance abuse. Physical Education: The focus will be placed on physical fitness, skill development in various individual & team sports, and most importantly, active participation while having a safe and orderly environment.

TEAM SPORTS

Focus is on team sport activities with a cooperative theme. Team sport activities include volleyball, flag football, soccer, basketball, and Ultimate Frisbee.

LIFETIME SPORTS

Course focuses on content selection with a more individualized theme and activities that can be used later in life. Where sports are addressed, they are more lifetime in nature, and modified. Teachers use inclusion strategies that ensure every student, regardless of ability, experiences success.

GROUP FITNESS – NOVICE / INTERMEDIATE (Core Cardio/Yoga I/II)

This course focuses on the aerobic/anaerobic fitness systems combined with a yoga based foundation in order to promote a healthy mind and body while discovering fitness as a positive and healthy lifestyle. Intermediate (level II): This class will provide cardiovascular workouts that will increase students' heart rate, burn calories, and tone every muscle in the body. These cardio workouts will also be combined with core strength and flexibility exercises through advanced yoga practices. Students will also have the opportunity to plan, create, and teach workouts to their peers in class.

NOVICE SWIMMING

This course offers students an introduction to a structured swimming environment, limited competitive swimming, and lessons in sportsmanship. Emphasis is placed on developing proficiency in each of the four strokes and learning competitive techniques. Swimmers enjoy modest physical conditioning and develop good training habits within an organized workout.

SPORTS MEDICINE I

The learner will develop knowledge and understanding of basic anatomy, physiology, kinesiology, and sport and fitness industry consumerism. Students will interpret performance data and design fitness plans to enhance sport performance and prevent injuries. Students will demonstrate competence in CPR and First Aid. Five hours of observation time during practices is required.

SPORTS MEDICINE II

Students will advance their study of human anatomy, physiology, and kinesiology. Students will become proficient in fundamental and sport specific injury assessment, conditioning, prevention, strapping, rehabilitation, and taping. Students may have the opportunity to assist the school athletic trainer during practices. Ten hours of service is required for the semester. *Prerequisite: Sports Medicine I*

STRENGTH TRAINING – NOVICE / INTERMEDIATE / ADVANCED / ELITE

Designed for students to meet and exceed their expectations for understanding, applying, and testing fitness concepts. These fitness concepts are centered on both health-related and skill-related fitness instruction. Instruction includes the development of individualized student fitness plans, while utilizing research and evidence based methods to give students the best opportunity to achieve and maintain optimal health and learning.

FINE ARTS – Performing and Visual

PERFORMING and VISUAL ARTS COURSES			
Chorus Mixed Choir Women's Chamber Choir Men's Chamber Choir Mixed Chamber Choir Music Theory I AP Music Theory Marching Band Concert Band	Percussion Ensemble Chamber Players Jazz Ensemble (Chamber Players) Symphonic Band Wind Ensemble Concert Orchestra Symphonic Orchestra Chamber Orchestra Acoustic Guitar (Beginning)	TV Production I TV Production II Theatre Arts Beginning Theatre Arts Intermediate Theatre Arts Proficient Theatre Arts Advanced Technical Theater Beginning Technical Theatre Intermediate Technical Theatre Proficient Technical Theatre Advanced	Contemporary Craft and Design Beginning Contemporary Craft and Design Intermediate Contemporary Craft and Design Proficient Visual Arts Beginning Visual Arts Intermediate Visual Arts Proficient Visual Arts Advanced AP Studio Art: 2D Design Portfolio AP Studio Art: 3D Design Portfolio AP Studio Art: Drawing Portfolio AP Art History

Proficient and Advanced courses are honors level

CHORUS (Beginning)
This introductory course is for students interested in singing. Students study the fundamental skills of music, sight-singing, proper vocal production, and vocal health. Choral music study involves listening, describing, and evaluating music. Students also study basic vocal health and wellness issues. Any student who loves to sing is welcome to join. Participation in after-school rehearsals and performances is required.

MIXED CHOIR (Intermediate)
This course includes students of varied vocal talents and abilities and is designed to grow their vocal skills in a wide range of musical repertoire. Students should have a willingness to sing actively each day. Traditional choral skills of blend, balance, intonation, and phrasing will be learned through rehearsal and performance. Participation in after-school rehearsals and performances is expected.

WOMEN'S CHAMBER CHOIR / MEN'S CHAMBER CHOIR (Proficient)
Each course is designed for smaller groups of select male and female singers who perform chamber choral music from all traditional and contemporary musical periods. Students must be able to sing with intonation accuracy and demonstrate advanced knowledge of music theory and sight reading skills. Both Women's and Men's Chamber Choir require high technical and interpretive skills. Students apply the elements of music and musical techniques within a variety of parameters and learn to critique their performance. Participation in after-school rehearsals and performances is required. *Prerequisite: Demonstrated proficiency or teacher recommendation*

MIXED CHAMBER CHOIR (Advanced)
This course utilizes a small performing group of mixed voices, which requires the highest level of technical skill and the ability to perform music in a variety of meters and keys, using both traditional and non-traditional notation. Mixed Chamber Choir students perform with subtle nuances making their work unique, interesting, and expressive. Exploration is highly encouraged to interpret music from personal, cultural, and historical contexts. Participation in after-school rehearsals and performances is required. *Prerequisite: Demonstrated proficiency or teacher recommendation*

MUSIC THEORY I (Intermediate)
This is a basic course designed to give students an opportunity to study the fundamental aspects of music reading and writing. Students learn to notate music, rhythms, key signatures, time signatures, and other elements needed to apply their knowledge.

AP MUSIC THEORY
AP Music Theory is for serious music students to prepare for freshman college theory and/or to expand their musical knowledge. The course and exam deal with the techniques of written composition, ear training, form, sight-singing, and analysis. *Prerequisites: Students must complete Music Theory II or teacher recommendation.*

MARCHING BAND (After School)
This course is offered during the first semester only. It is designed to give students an opportunity to participate in a fun, exciting, high profile ensemble. Instruction in musicianship and marching techniques is included. Marching Band requires an extensive rehearsals and performance schedule. Marching band students may perform at football games, parades, and/or competitions.

CONCERT BAND (Intermediate)
This course is designed for students who are continuing instrumental music study. Emphasis is placed on the development of musicianship, tone production, and basic skills. Concert Band students study Grade 3-4 band literature. Participation in after-school rehearsals and performances is expected.

PERCUSSION ENSEMBLE (Intermediate)/ PERCUSSION ENSEMBLE (Proficient)
This course is designed for students who are continuing instrumental music study on percussion instruments. Emphasis is placed on the development of musicianship, tone production, and technical skills on traditional percussion instruments. Percussion Ensemble students perform in traditional percussion ensemble settings. In addition, some percussion ensemble students are assigned to perform as members of the Concert Band, Symphonic Band, or Wind Ensemble. Participation in after-school rehearsals and performances is expected. All 9th grade percussionists are assigned to this class. Students in grades 10-12 must be in marching band in order to take this class. Students assigned to Wind Ensemble must first be enrolled in the Wind Ensemble class in order to take Percussion Ensemble or have teacher approval. *Prerequisite: Demonstrated proficiency or teacher recommendation*

JAZZ ENSEMBLE – CHAMBER PLAYERS (Proficient)
This course is designed for students who are continuing instrumental music study in solo and small ensemble settings on wind instruments. Emphasis is placed on the development of musicianship, tone production, and technical skills. Students in this course play literature of all styles and genres and difficulty levels appropriate to their skill sets. Participation in after-school rehearsals and performances is expected. Students must also be enrolled in Wind Ensemble or Symphonic Band. *Prerequisite: Demonstrated proficiency or teacher recommendation*

SYMPHONIC BAND (Proficient)
This course is focused on building aesthetic awareness and technical ability through both solo and ensemble experience. Students apply the elements of music and musical techniques within a variety of parameters and learn to critique their performance. Students develop a high level of musicianship through the study and interpretation of Grade 4-6 literature. Participation in after-school rehearsals and performances is expected. *Prerequisite: Demonstrated proficiency or teacher recommendation*

WIND ENSEMBLE (Advanced)
This course requires consistent employment of advanced technical and interpretive skills. Students explore rich instrumental repertoire, including compositions with traditional and non-traditional notation, from Grade 5-6. Students analyze musical works for the interaction of elements that make the works unique, interesting, and expressive. Exploration of how music is represented in the 21st century is highly encouraged. Participation in

after-school rehearsals and performances is expected. *Prerequisite: Demonstrated proficiency or teacher recommendation*

CONCERT ORCHESTRA (Intermediate)
This course is designed for students who are continuing music study. Emphasis is placed on the development of intonation, shifting positions, vibrato, bowing and ensemble performance. Participation in after-school rehearsals and performances is expected.

SYMPHONIC ORCHESTRA (Proficient)
This course is focused on building aesthetic awareness and technical ability through both solo and ensemble experience. Students develop a high level of musicianship and the ability to critique their performance. Participation in after-school rehearsals and performances is expected. *Prerequisite: Demonstrated proficiency or teacher recommendation*

CHAMBER ORCHESTRA (Advanced)
This course consists of a smaller ensemble of string students who demonstrate a superior level of technical and musical proficiency and the interest in improving these skills to attain the highest level of artistry possible for both the individual and the ensemble. Top brass, wind, and percussion students join their string counterparts for the full orchestra experience Chamber Orchestra students analyze musical works for the interaction of elements that make the works unique, interesting, and expressive. Participation in after-school rehearsals and performances is expected. *Prerequisite: Demonstrated proficiency or teacher recommendation*

ACOUSTIC GUITAR (Beginner)
This one-year course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar at a beginning level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, chord study, musical forms, improvisation and performing experiences. Students must provide their own acoustic guitar and method book for the class.

TV PRODUCTION I
TV Productions I students learn how to prepare and broadcast the PHS Morning Roar, which is the morning announcement production. Students also study and apply the professional process of assembling a news package. This level is also the introduction to Final Cut Pro, which is the industry standard editing software. *Application required*

TV PRODUCTION II
Building on level one, this class utilizes the knowledge gained during the previous semester. While using this knowledge, students expand their scope of reporting to include news items outside of the PHS campus. Students also step into leadership roles as they now become the studio directors as they lead new students. *Prerequisite: TV Production I and application required*

THEATRE ARTS (Beginning)
This course is an introductory course for students with little or no theatre arts experience. The course focuses on essential theatre arts vocabulary and the creative process. The fundamentals of speaking, acting, and vocal expression are applied. Students learn fundamental pantomime skills and how to apply the elements of improvisation in the performance of simple scenes and stories. They explore and analyze formal and informal theatre productions and develop the ability to identify basic technical elements of theatrical production. Students will attend PHS Fall Show and Spring Musical to begin the critique evaluation process

THEATRE ARTS (Intermediate)
In this course, students explore the use of body language to express human motivations through improvisation. They are able to execute basic acting fundamentals of projection, articulation, and vocal expression. Intermediate students analyze dramatic literature including, but not limited to, the 6 elements of Aristotle. They are able to illustrate technical elements of theatrical productions by writing and directing/performing in a one-act performance called Snacks and One Acts in May. This is the only after-school performance required for this class. Students will attend the PHS Fall Show and Spring Musical to continue developing the critique evaluation process. *Prerequisite: Theatre Arts Beginning*

THEATRE ARTS (Proficient)
This course offers a more detailed course of study as the expectation is that students begin to generate their own characters and create original works such as scenes, monologues, or performance pieces. Students analyze full-length plays by attending the PHS Fall Show and Spring Musical and are able to deconstruct the production process from live performance back to script. Specific United States plays are included for their historical relevance. Participation in after-school performances through NCTC in October and Snacks and One Acts in May is expected. *Prerequisite: Theatre Arts Intermediate*

THEATRE ARTS (Advanced)
This course is the highest level of study and requires students to apply theatrical elements through the creation of original works and directing performance pieces. Advanced-level students' work will culminate in their Directing Practicum for Snacks and One Acts. This will be a Justification and the creation of a Directing Portfolio. Students analyze a variety of dramatic literature and identify structural elements to differentiate genres. Advanced work includes the production of experimental, culturally significant works of art. Participation in after-school performances through NCTC in October and Snacks and One Acts in May is expected. *Prerequisite: Theatre Arts Proficient*

TECHNICAL THEATRE (Beginning)
This is an introductory course for students with little or no technical theatre arts experience. This course focuses on essential technical theatre vocabulary and an understanding of roles and responsibilities of a theatre production team. Students study dramatic text in terms of the principles of design and production basics of scenery, costuming, painting, make-up and lighting tools, and safety issues.

TECHNICAL THEATRE (Intermediate)
In this course, students develop technical skills through design and production. They generate ideas and assume various roles. Through an understanding of technical elements, students generate a ground plan for specific scripts based on original scenic design ideas. Specific safety issues are covered for use of electrical and power equipment. Technical support for school productions requires participation in after-school rehearsals and performances. *Prerequisite: Technical Theatre Beginning*

TECHNICAL THEATRE (Proficient)
In this course, students continue their study through more in-depth understanding of scenic design ideals and production. Students evaluate formal and informal theatre productions with regards to production concept, principles of design, and critical analysis. Students at a proficient level construct flats, platforms, and models and renderings for specific scripts based on original design ideas. Technical support for school productions requires participation in after-school rehearsals and performances. *Prerequisite: Technical Theatre Intermediate*

TECHNICAL THEATRE (Advanced)
In this course, students work more independently and assume major supervisory roles in production. Students provide feedback for potential designs and construct scale models for implementation. Emphasis is on advanced aspects of design, including costume, make-up, lighting, sound, and production skills. Technical support for school

productions requires participation in after-school rehearsals and performances. *Prerequisite: Technical Theatre Proficient*

CONTEMPORARY CRAFT AND DESIGN (Beginning)
This studio based course is an introductory survey of contemporary craft through clay, metal, fiber, paper and other materials. Students will investigate design thinking; study and use Elements of Art and Principles of Design; explore the context of craft and the role of design in our world; begin to develop critical responses; and create and maintain an artistic journal.

CONTEMPORARY CRAFT AND DESIGN (Intermediate)
This studio based course is a continuation of study in Contemporary Crafts and Design through clay, metal, fiber, paper and other materials. Students will utilize design thinking, engage in critical analysis, develop problem-solving skills, conduct critiques, evaluate works of craft, and examine the economics of craft. Students will begin to take a more personal approach in their production of craft while maintaining an artistic journal and craft portfolio. *Prerequisite: Beginning Contemporary Craft and Design*

CONTEMPORARY CRAFT AND DESIGN (Proficient)
This studio-based course is a continuation of study and experience in Contemporary Crafts processes and utilization of Design Thinking. Students will be required to maintain a portfolio of Crafts work that showcases technical skill and personal style. Students should be self-directed and will actively explore a wide range of techniques and processes. The processes of critiquing, evaluating works of art and examining the relationships between contemporary craft, traditional craft and cultures will be conducted. *Prerequisite: Intermediate Contemporary Craft and Design*

VISUAL ARTS (Beginning)
This course is an introductory survey of visual arts through drawing, painting, printmaking, sculpture, and mixed media. Emphasis is on the study and use of Elements of Art and Principles of Design. Students will explore the context of art in our world and begin to develop critical responses.

VISUAL ARTS (Intermediate)
This course is a continuation of study in visual arts through techniques and processes in the areas of drawing, painting, printmaking, sculpture and mixed media. Emphasis is placed on critical thinking and development of problem-solving skills. Students will begin to take a more personal approach in their art. Conducting critiques, evaluating works of art, and examining the economics of art is explored. Students will maintain an artistic journal and learn the process of maintaining a portfolio*. Prerequisite: K-8 Visual Arts or Visual Arts Beginning*

VISUAL ARTS (Proficient)
This course is designed for more in-depth concentrated study of the fine arts. Students will be required to maintain a portfolio of artwork that showcases technical skill and personal style. Students should be self- directed and will actively explore a wide range of techniques and processes. The processes of critiquing, evaluating works of art, and examining art in historical and cultural contexts will be conducted. Maintaining an artistic journal is required. *Prerequisite: Visual Arts Intermediate*

VISUAL ARTS (Advanced)
This course focus is the development of a personal voice and aesthetic in creating art. The advanced student must be self-directed and actively take ownership of their portfolio. Students will engage in personal and peer, formal and informal, and oral and written critiques. Maintaining an artistic journal which includes the student's artistic statement and reflection is required. Students will be expected to exhibit their portfolio. *Prerequisite: Visual Arts Proficient or teacher recommendation*

AP STUDIO ART: 2D / 3D DESIGN PORTFOLIO/ AP DRAWING PORTFOLIO

AP Studio Art is designed for the seriously interested and highly motivated student who has the desire to study Visual Art on a more committed level. These AP courses allow students to create a portfolio of art using processes in 2D Design, 3D Design (sculpture) or Drawing. Students in each course are required to complete a portfolio of work consisting of 5 original quality pieces, and 15 images of pieces showing a sustained investigation of a selected topic. To accomplish the amount of work necessary, students must devote some time beyond regular class periods to the production of their art. A portfolio of strong work and art teacher recommendations are required for registration in this course. See Mrs. Simpson for more information. *Prerequisite: Proficient Visual Arts and Teacher recommendation*

AP ART HISTORY

This is an on-line course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. Art is the reflection of the time, place, and people that produced it. This course is designed to provide the same benefits to you as high school students that are provided by an introductory college art history course—those being an understanding and enjoyment of architecture, sculpture, and other art forms within their historical and cultural context. During the course we will examine major forms of artistic expression from the past and the present from a variety of cultures. Students will learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see. The course requires a high degree of commitment to academic work and to the purposes of a program designed to meet the college standards. *Application with Mrs. Folk required.*

EXCEPTIONAL CHILDREN

OCCUPATIONAL COURSE OF STUDY (OCS)
Occupational Course of Study (OCS) courses follow requirements developed by NCDPI for students pursuing the occupational pathway for a diploma.

EXTENSIONS OF COMMON CORE

ENGLISH
Progression of instruction in practical and applied literacy skills to prepare for daily life in post-secondary settings. Students access information and produce permanent products in a variety of formats to engage in lifelong literacy activities.

MATHEMATICS
Progression of instruction in practical and applied math skills such as addition, subtraction, multiplication, division, time measurement, money skills, use of calculator, fractions, decimals, computations, and geometric configurations.

SCIENCE
These courses follow equivalent content of corresponding general education courses with modifications in depth of instruction, materials used, scope and sequence.

SOCIAL STUDIES
These courses follow equivalent content of corresponding general education courses with modifications in depth of instruction, materials used, scope and sequence.

GENERAL EDUCATION ELECTIVE

LEARNING LAB
This course provides an opportunity for specially designed instruction for the individual needs of students with disabilities. It may or may not include the following: core content assistance, learning strategies, and/or instructional support.

CAREER AND TECHNICAL EDUCATION (CTE)

CTE COURSES	
Entrepreneurship I	Adobe Visual Design I Honors
Entrepreneurship II Honors	Adobe Video Design I
Marketing I	Drafting I Honors
Marketing II Honors	Drafting II Honors
Horticulture I	Automotive Service Fundamentals
Horticulture II Honors	Automotive Service I
CTE Internship – Horticulture	Automotive Service II Honors
Computer Science I	Automotive Service III Honors
AP Computer Science Principles	CTE Advanced Studies - Automotive
AP Computer Science A	PLTW Introduction to Engineering Design Honors
PLTW Principles of Biomedical Science Honors	PLTW Principles of Engineering Honors
PLTW Human Body Systems Honors	PLTW Civil Engineering & Architecture Honors
PLTW Medical Interventions Honors	PLTW Capstone Honors

ENTREPRENEURSHIP I
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 business. Students develop components of a business plan and evaluate start-up requirements.

ENTREPRENEURSHIP II HONORS
In this course, students will utilize business planning strategies to accelerate the implementation of a business idea. They will construct plans for risk management, staffing, and promotions. They will develop a business plan complete with SWOT analysis and action plan. Students will gain the knowledge and skills for careers in entrepreneurship.
Prerequisite: Entrepreneurship I

MARKETING I
In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing function applications and their impact on business operations

MARKETING II HONORS (formerly Marketing Applications)
In this course, students acquire an understanding of marketing mix strategies and the marketing model. They will explore the role of marketing research, marketing data, and marketing communications. Students will apply knowledge to prepare a strategic marketing plan. They will gain knowledge and skills for careers in marketing.
Prerequisite: Marketing I

HORTICULTURE I- 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. English language arts, mathematics, and science skills are reinforced. Supervised Agriculture Experience out-of-class project is a required 15-hour commitment and constructed by each individual student.

HORTICULTURE II HONORS - 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, floral design, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and personal development. Supervised Agriculture Experience out-of-class project is a required 30-hour commitment and is constructed by each individual student.
Prerequisite: Horticulture I - Introduction to Plants

CTE INTERNSHIP (HORTICULTURE)
This course is for seniors who have earned two horticulture credits. The CTE Internship allows for additional development of career and technical competencies within the agricultural field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform job tasks. This activity is exploratory and allows the student to get hands-on experience. Students demonstrate abilities to use 21st-century and leadership skills and are encouraged to start careers in our local agriculture businesses.
Prerequisites: Horticulture I and II. 12th grade only.

COMPUTER SCIENCE I
In this course, students will explore how data is stored, transmitted, and used by computers. They will investigate the benefits and harms of quickly advancing technology on society. Students will learn to product unique and interactive computer programs while gaining the knowledge and skills to prepare them for careers in computer science.

AP COMPUTER SCIENCE PRINCIPLES
Students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, discussing and writing about the importance of these problems, and the impacts on their community, society, and the world.

AP COMPUTER SCIENCE A (JAVA)
This course is designed to teach programming in JAVA. The course emphasizes problem-solving and algorithm development and introduces data structures. The course requires strong reading comprehension skills, as well as good logic skills. Success on the AP test gives students the opportunity to earn college credit even if the student does not plan to major in computer science.
Recommended: AP Computer Science Principles

PRINCIPLES OF BIOMEDICAL SCIENCE HONORS (PLTW)
Students will investigate various health conditions, participate in hands-on lab activities, and explore careers in the biomedical science field. They will determine the cause of death of a fictional person, design a routine office visit for a patient, and investigate a mysterious community infection. The course provides foundational knowledge and skills in fields such as biology, anatomy and physiology, genetics, microbiology, and epidemiology. This course offers Stop the Bleed certification.

HUMAN BODY SYSTEMS HONORS (PLTW)
Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal model, work through interesting real-world cases, and often play the roles of biomedical professionals to solve medical mysteries. This course offers First Aid certification.
Prerequisite: PLTW Principles of Biomedical Science

MEDICAL INTERVENTIONS HONORS (PLTW)
This course allows students to investigate the interventions involved in the prevention, diagnosis, and treatment of disease. It is a "How-To" manual for maintaining overall health. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. This course offers CPR/AED certification.
Prerequisite: PLTW Principles of Biomedical Science and PLTW Human Body Systems

ADOBE VISUAL DESIGN I HONORS
This is a project-based course that develops key digital communication skills in print and graphic design using Adobe tools. Students will build logos and vector images using features in Adobe Illustrator. They will learn to enhance photographs using features in Adobe Photoshop and produce images to be used in business publications and communications. This course offers Adobe Photoshop and Illustrator certifications.

ADOBE VIDEO DESIGN I
This course is a project-based video course that develops career and communication skills in video production using Adobe tools. Students will discover the legal, technical, and editorial principles employed in the video industry necessary to understand ethical implications before engaging in a film project. Students will work collaboratively to conceive, plan, and execute production plans to create audio and video assets using Adobe Premiere Pro. This course offers Adobe Premiere Pro certification.
Prerequisite: Adobe Visual Design I
Recommended: ≥ 700 on Photoshop & Illustrator certifications.

DRAFTING I HONORS
This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, geometric construction techniques, as well as computer-assisted design (CAD), orthographic projection, and 3-D modeling. This course offers AutoDesk AutoCAD certification.

DRAFTING II HONORS (Architectural)
This course focuses on the principles, concepts, and use of complex graphic tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of computer-assisted design (CAD) tools in the creation of floor plans, wall sections, and elevation drawings for single-story buildings. This course offers AutoDesk Revit certification.
Prerequisite: Drafting I
Recommended: ≥ 700 on AutoDesk AutoCAD certification.

AUTOMOTIVE SERVICE FUNDAMENTALS
This is the first course in the automotive service pathway. This course introduces automotive safety, basic automotive terminology, system and component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Students will be exposed to a variety of career opportunities in the automotive repair industry. This course offers SP/2 certifications in Automotive Service Safety and Pollution Prevention.

AUTOMOTIVE SERVICE I
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 and suspension systems while emphasizing hands-on experience.
Prerequisite: Automotive Service Fundamentals

AUTOMOTIVE SERVICE II HONORS
This course builds on the knowledge and skills introduced in Automotive Service 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 while emphasizing hands-on experience. This course offers entry-level ASE certifications in Maintenance and Light Repair and Brakes.
Prerequisite: Automotive Service I

AUTOMOTIVE SERVICE III HONORS
Explore more advanced and in-depth vehicle repairs and services. Perform basic system diagnosis. Expand knowledge in heating and air conditioning system operations. Students will gain the knowledge, skills, and industry credentials for careers in the Automotive Services pathway. This course offers ASE G1 certification in Auto Maintenance and Light Repair. This course offers ASE Automotive Maintenance and Light Repair (G1) certification.
Prerequisites: Automotive Service II

CTE ADVANCED STUDIES (AUTOMOTIVE)
This culminating course is designed to prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher 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. *12th grade only*.
Prerequisites: Automotive Service II & one other Automotive course

INTRODUCTION TO ENGINEERING DESIGN HONORS (PLTW)
Students dig deep into the engineering design process by applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software and an engineering notebook to document their work.
Recommended: Successful completion of NC Math 1.

PRINCIPLES OF ENGINEERING HONORS (PLTW)
Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem-solving, research, coding, and design while learning strategies for design process documentation, collaboration, and presentation.
Strongly Recommended: Successful completion of NC Math 2.

CIVIL ENGINEERING & ARCHITECTURE HONORS (PLTW)
Students learn important aspects of building and site design and development. Through the application of math, science, and standard engineering practices, students will design both residential and commercial projects and document their work using 3D architecture design software.
*Prerequisite: Introduction to Engineering Design **or** Principles of Engineering **or** Drafting I and Drafting II.*
Recommended: Successful completion of NC Math 2.

CAPSTONE HONORS (PLTW)

The knowledge and skills students acquire throughout PLTW Engineering come together in this course as students design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams design, build, and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel of engineers.

*Prerequisite: Introduction to Engineering Design and Civil Engineering & Architecture **or** Principles Engineering and Civil Engineering & Architecture*

Providence High School CTE Pathways
2025-2026

Course Name	Prerequisite	Aligned Credential	Concentration Requirements
Graphic & Digital Design			
Honors Adobe Visual Design I	None	Photoshop Illustrator	H. Adobe Visual Design I Adobe Video Design I
Adobe Video Design I	Adobe Visual	Premiere Pro	
Agriculture - Plant Systems			
Horticulture I	None	None	Horticulture I H. Horticulture II
Honors Horticulture II	Horticulture I	None	
CTE Internship - AGNR	Horticulture II	None	
Automotive Services			
Automotive Service Fundamentals	None	S/P2: Safety S/P2: Pollution Prevention Lift it Right	Automotive Service Fundamentals Automotive Service I H. Automotive Service II
Automotive I	Auto. Serv. Fundamentals	None	
Honors Automotive II	Automotive I	ASE: Maintenance & Light Repair	
Honors Automotive III	Automotive II	ASE: Electrical/Electronic Systems	
CTE Advanced Studies TRAN	At least 2 courses in Automotive Services	None	
Entrepreneurship			
Entrepreneurship I	None	Venture Entrepreneurial Expedition	Entrepreneurship I Honors Entrepreneurship II
Honors Entrepreneurship II	Entrepreneurship I	Entrepreneurship & Small Business	
Biomedical Science			
Honors PLTW Principles of Biomedical Science (PBS)	None	Stop the Bleed	PBS HBS MI
Honors PLTW Human Body Systems (HBS)	PBS	First Aid	
Honors PLTW Medical Interventions (MI)	HBS	CPR/AED	
Marketing			
Marketing I	None	Social Media Strategist	Marketing I H. Marketing II
Honors Marketing II	Marketing I	Business of Retail Certified Specialist	
Software Development			
Computer Science I	None	None	Comp. Sci. I + APCSP **-or-** APSP + APCSA
AP Computer Science Principles (APCSP)	None	None	
AP Computer Science A (APCSA)	AP Computer Science Principles	None	
PLTW Engineering			
Honors PLTW Intro to Engineering (IED)	None **Math 1 recommended*	None	IED + CEA **-or-** POE + CEA
Honors PLTW Principles of Engineering (POE)	None Completion of **Math 2 recommended*	None	
Honors PLTW Capstone	IED & CEA ***or*** POE & CEA **Completion of Math 2 recommended*	None	
Architecture & Engineering			
Honors Drafting I	None	Autodesk AutoCAD	H. Drafting I H. Drafting II
Honors Drafting II – Architectural	Drafting I **≥ 700 on Autodesk AutoCAD certification recommended*	Autodesk Revit	
Honors PLTW Civil Engineering (CEA)	IED ***or*** POE ***or*** Drafting I & II **Completion of Math 2 recommended*	None	

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