

# Rosman High School

Course Description Guide for:

# 2025-2026

Rosman High School  
749 Pickens Hwy.  
Rosman, NC 28772  
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Course and Career  
Planning Guide



# Introduction

The educational programs offered in Transylvania County Schools and the requirements for a North Carolina Diploma are described in this booklet. The information is designed to assist students and their families in making education plans. Whether the student's goal is to prepare for continuing education in college or technical school or to prepare for employment upon graduation from high school, careful thought should be given to the courses that are taken each year.

## Rosman High School Registration Process 2024-2025

High school coursework should be planned to provide sound basic preparation for career goals and higher education requirements. Career and educational goals often change; therefore, coursework must be annually reviewed and adjusted. Information in this booklet will help assist in the process of designing the student's course of study. **It should be noted due to course demand and the maximum number of sections available to teach that courses listed in this handbook might not be available.**

Following is a description of the registration process for Rosman High School. Parents and guardians are encouraged to be aware of the process to support students in making proper career pathway decisions. Great time and effort is made by the staff of Rosman High School to make the best educational decisions for student's high school and possible college careers. Ultimately, the goals and direction for a student must belong to the student and their family. Therefore we encourage any specific questions about the registration process to be directed to the School Counseling Office or Administration at Rosman High School. To prepare students for registration each student will develop/modify a Four-Year Plan which outlines the possible sequencing of courses. Course options and graduation requirements will be discussed in grade level meetings as well as a description on how to access registration materials and individual course recommendations. Students will then have the opportunity to register online through their student portal to complete their course selections. Once all students have had a chance to make their selections they will individually meet with the guidance staff to answer any questions or address any concerns. Registration should be completed by April but staff will continue to adjust and modify requests/schedules through the summer.

# Course Offerings

## English Courses

Students are prepared for education beyond high school in all levels of English instruction, including regular English. **Activities in Honors and AP English courses are challenging and the amount of outside reading and writing is more demanding.** Students are placed in English on the basis of the recommendation of the previous English/language arts teacher, achievement in English/language arts, and performance on end-of-grade/end-of-course tests. Parents or students with questions about placement are encouraged to speak with English teachers, administrators, or school counselors.

### English 9 Regular or Honors

Grade 9

#### Prerequisite: None

Students will improve skills in analyzing literature and in effective oral and written communication, and will develop a working knowledge of literary terms. The focus is on improving language skills with grammar usage and editing. English 9 Honors requires teacher recommendation, additional analytical composition and more outside reading. (Core, TCS, NCS.)

### English 10 Regular or Honors

Grade 10

#### Prerequisite: English 9

Emphasis is placed on improvement of composition and literature skills, while studying world literature. Composition includes samples that focus on real-world situations. Writing assignments will focus on definitions, cause and effect, and problem and solutions. Research papers and presentations are required components of the course. Students will continue to improve their public speaking skills. English 10 Honors requires teacher recommendation, a minimum grade of B in English 9, more compositions, papers, and readings. (Core, EOC, TCS, NCS.)

### English 11 Regular or Honors

Grade 11

#### Prerequisite: English 10

This course, which focuses on American literature, provides many opportunities to improve skills in writing, reading, and speaking, including writing compositions about several types of literature. Students will also have a chance to connect American literature with American history. English II Honors requires teacher recommendation, a minimum grade of B in English 10, involves additional compositions and more outside reading. (Core, TCS, NCS.)

### AP English 11 (English Language and Composition)

Grade 11

#### Prerequisite: minimum of a B average in previous English Honors Classes and /or teacher approval

Advanced Placement English Language and Composition is a college level course designed for students with exceptional ability. Students should be independent learners, divergent thinkers, problem solvers, and highly curious. They also should have successfully completed two years of honors English and have a background in world literature, as well as representative pieces in American and English literature. Students are effective writers who experience few problems with grammar and spelling. (Core, TCS, NCS.)

### English 12 Regular or Honors

Grade 12

#### Prerequisite: English 11

This course includes a study of English literature and a grammar review in preparation for college

writing, with an emphasis on writing, research, and communication. All students will be required to complete a senior paper and portfolio to receive credit for this course. English 12 Honors requires teacher recommendation, minimum grade of a B in English 11, additional compositions and outside reading. (Core, TCS, NCS.)

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AP English 12 (English Literature) Grade 12

Prerequisite: minimum of a B average in previous English Honors Classes and /or teacher approval  
Advanced Placement English Literature and Composition is a college level course designed for students with exceptional ability. The students are self-disciplined, mature, and intellectually curious and are achieving at the highest level. They have earned A's or B's in three years of honors or AP English and have a background in major American literature. Composition and outside reading are emphasized. All students will be required to complete a graduation project to receive credit for this course, including a term paper, based on MLA guidelines, a portfolio, and a presentation, and attend after school labs. (Core, TCS, NCS)

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Yearbook Grades 9-12

Prerequisite: Application required

Students will study journalism, finance, sales, advertising, design, copy and photography to complete the school's yearbook. Students must be able to work independently and cannot have any discipline referrals. After school work is required. Off-campus work may also be needed. Students must complete an application prior to the registration process. Students will be selected depending on qualities they bring and opening slots. Class space is limited

### **Math Courses**

Math placement is determined by recommendations from previous math teachers, performance in previous math courses, and end-of-grade/end-of course test results. Students must complete four math courses. Parents or students with concerns about placement are encouraged to speak to math teachers, administrators, or school counselors.

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Foundations of Math I Grades 9-12

Prerequisite: Teacher Recommendation

This course is designed for students who need additional preparation in Algebra topics prior to proceeding to the next level of mathematics. This course can count toward the four math credits required for graduation, but it does not fulfill Core Curriculum requirements.

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Math I Regular or Honors Grades 9-12

Prerequisite: Teacher Recommendation

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. Students will develop skills with and without graphing to further develop understanding. Honors credit available. (Core, EOC, TCS, NCS.)

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Math II Regular or Honors Grades 9-12

Prerequisite: Math I

Continues a progression of the standards established in Math I. In addition to these standards, Math II includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling

with geometry, probability, making inferences and justifying conclusions. Honors credit available. (Core, TCS, NCS)

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Foundations of Math III Grades 10-12

Prerequisite: Math II & Teacher Recommendation

This course is designed for students who need additional preparation in Math topics prior to proceeding to Math III. This course can count toward the four math credits required for graduation, but it does not fulfill Core Curriculum requirements.

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Math III Regular or Honors Grades 10-12

Prerequisite: Math II

Progresses from the standards learned in Math I and Math II. In addition to these standards, Math III extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. Math III also includes the geometric concepts of conics and circles. Honors credit available. (Core, EOC, TCS, NCS)

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Math IV Grades 11-12

Prerequisite: Math I, II, and III

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

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Pre-Calculus Honors Grades 11-12

Prerequisite: B or better in Math III or Math IV

The purpose of Precalculus is to build upon the study of algebra, functions, and trigonometry experienced in previous high school mathematics courses. This course will build on students' algebraic skills and understanding of functions to delve into real world phenomena and to deepen understanding of the functions in the course. This course is designed for students pursuing careers in STEM-related fields. Students will be prepared for Calculus, AP Calculus and any entry-level college course. (Core, TCS, NCS)

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AP Calculus (offered at BHS) Grades 11-12

Prerequisites: 90 or better in Math 3/ 85 or better in Math 3 Honors

In Advanced Pre-Calculus, students study concepts of trigonometry, curve sketching, advanced function limits and derivatives. AP Calculus is a challenging and rigorous college level mathematics course, which develops the student's understanding of the concepts of calculus (functions, graphs, limits, derivatives and integrals) and provides experience with its methods and applications. The course encourages the geometric, numerical, analytical, and verbal expression of concepts, results, and problems. Because of the rigor of the coursework, Advanced Pre-Calculus and AP Calculus are taught in back to back semesters. Credits: 1 Unit AP Credit, college credit possible based on AP exam scores. (Core, TCS, NCS)

Prerequisites: Math 3

Advanced Placement Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will observe patterns and departures from patterns, decide what and how to measure, produce models using probability and simulation, and confirm models. Credits: 1 Unit AP Credit. (Core, TCS, NCS)

### **Science Courses**

To graduate from high school you must complete a course in Earth/Environmental Science, Biology, and a Physical Science course. The Physical Science requirement may be satisfied by taking Physical Science, Chemistry, or Physics.

Earth/Environmental Science Regular or HonorsGrade 9

This course is a requirement for graduation. Topics studied in Earth Science include geology, meteorology, oceanography, freshwater systems, and astronomy with an emphasis placed on their role in Earth's ecology. Honors credit available (Core, NCS.)

Biology Regular or HonorsGrade 10

This course, required for graduation, presents the fundamentals of biology including the nature and continuity of life, the structure and function of living things, genetics, evolution, and the relationship of living things to the environment. Honors credit available (Core, EOC, TCS, NCS.)

Physical ScienceGrade 11Prerequisite: Math I

This course is the study of the major concepts of chemistry and physics. This course serves as a foundation for higher-level science courses. This course meets the physical science requirement for graduation. (Core, NCS)

Chemistry HonorsGrades 10-12Prerequisite: B or better in Math II and Biology I, have taken or taking Math III in conjunction with Chemistry

Chemistry is a lab-oriented course designed to promote an understanding and appreciation of matter and energy as it relates to our surroundings. Emphasis will be placed on ways in which events at the level of atoms influence everything going on around us. Any student pursuing a career in health occupations should consider taking chemistry. (Core or Elective, TCS, NCS.)

Physics HonorsGrades 10-12Prerequisite: B or better in Math II and Math III

Physics is an algebra-based, introductory level physics course. Students cultivate their understanding of Physics by studying Newtonian mechanics (including rotational motion), work, energy and power: mechanical waves and sound and introductory simple circuits. Physics is an advanced science course for the college-bound student planning on a career in a science, health, or science-related field. Students study Physics to prepare for Science or Engineering careers, or fields such as Nursing or Physical Therapy which require an understanding of Physics. (Core or Elective, TCS, NCS)

Advanced Placement Environmental Science (AP)Grades 11-12Prerequisite: Biology, Chemistry & Teacher Recommendation.

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of

scientific, political, economical, and ethical disciplines. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze natural and human caused environmental problems, to evaluate the associated risks of these environmental problems, and to examine alternative solutions for resolving and / or preventing them. (Core or Elective, NCS)

### Anatomy & Physiology Honors

Grades 11 or 12

#### Prerequisites: Biology and Chemistry

The human anatomy and physiology curriculum will provide students with an introduction to the structure and function of the human body. The anatomical language will give students a framework with which to explore the physiology of the human body. Applications of the course can be applied to everyday life and future careers associated with the medical field. This course should review cellular biology, chemistry of life, and 11 human body systems. Human diseases and disorders will be tied in with each system covered. Students will participate in labs and write up formal reports of these labs. Independent projects will be assigned throughout the course.

## **Social Studies Courses**

To graduate from high school, students must take World History, Civic Literacy, American History, and Economics and Personal Finance. All students are encouraged to choose additional social studies electives as interest and post-high school plans require.

### World History Issues and Patterns Regular or Honors

Grade 9

The World History course will address six periods in the study of World History, with a key focus of study from the mid-15th century to present. The desired outcome of this course is that students develop relevant enduring understandings of current world issues and relate them to their historical, political, economic, geographical and cultural contexts. Honors credit available.

### Founding Principles of the USA and NC: Civic Literacy Regular or Honors

Grade 10

The standards and objectives in the Founding Principles of the United States of America and North Carolina: Civic Literacy 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. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.

### American History Regular or Honors

Grade 11

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. Students will continue to build upon previous studies of American History, the

fundamental concepts in civics and government, economics, behavioral science (culture), and geography taught in grades kindergarten through eight as they examine American history. 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 Regular or Honors

Grade 12

Economics and Personal Finance is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. Students need a strong foundation in economics and personal finance to function effectively as consumers, workers, savers, investors, entrepreneurs, and active citizens. The understanding of how economies and markets operate and how the United States' economy is interconnected with the global economy, prepares students to be more effective participants in the workplace. On a personal level, students learn that their own human capital (knowledge and skills) is their most valuable resource and that investing in education and training improves the likelihood of their future economic success. Students learn how to navigate the financial decisions they must face and to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship and career success.

## **World Language Courses**

Two years of foreign language are required for admission at colleges and universities in the University of North Carolina system, though some schools require three foreign language credits for admission. All foreign language courses at level III or higher receive honors credit. It is highly recommended that the next level be completed within two semesters.

### Spanish I

Grades 9-12

Prerequisite: None (teacher recommendation requested for 9th graders)

Conversational Spanish will be used to teach basic Spanish grammar and vocabulary

### Spanish II

Grades 10-12

Prerequisite: Spanish I

*For the success of the student, it is highly recommended that (s)he have at least a C in Spanish I.*

A second year of Spanish is offered for students interested and for those who plan to attend college or complete a college prep course of study.

### Spanish III

Grades 11-12

Prerequisite: Teacher Approval and C or better in English/Spanish II

Review of basic Spanish grammar through speaking, listening, and writing activities. Level III will be a continuation and expansion of work done in levels I and II.

### Spanish IV & V

Grades 12

Prerequisite: Spanish III and Teacher Approval

A continuation of Spanish III including an independent study of selected literature and some tutorial assignments in which the students coach beginning or less advanced students.



## Fine Arts Courses

### Beginning Art I Grades 9-12

#### Prerequisite: None

Beginning Art is designed for students with no prior knowledge or to build on the foundation of knowledge that students acquire at the middle school level. The course focuses on the study of the elements and principles of design through their deliberate use in various two-dimensional and three-dimensional artworks. The students use a variety of media and become proficient in the vocabulary of art. Students will use art history and art criticism throughout the course as a means to better understand art in relation to life.

### Intermediate Art- Art II Grades 10-12

#### Prerequisite: Art I

The study of the elements of art and principles of design continue in the Intermediate class in a more student-centered way. The lessons are focused more on problem solving and critical thinking. Students will have more choice in selecting media appropriate to convey their ideas. Lessons will also include researching art periods and styles so that students can understand how different artists and cultures have used art as a way of communicating.

### Proficient Art- Art III Honors Grades 11-12

#### Prerequisite: A or B in Art I, II and Teacher Approval

Proficient art in an inherently honors level course and involves more in-depth knowledge of art processes, media, history and the development of such. Focus includes work that requires students to take significant responsibility for their study and production of visual art. Research, analysis, reflection, application, production and performance are expected.

### Advanced Art- Art IV Honors Grades 11-12

#### Prerequisite: A or B in Art I, II, III-H, and Teacher Approval

This advanced course will help students develop a portfolio of visual art. Students are expected to become initiators of learning and accomplishment, as well as demonstrate leadership and expertise in the visual arts. Higher expectations exist for the quality of work generated. Community service in the arts will be required such as participation in the sidewalk chalk event in Brevard.

### AP Studio Art Grade 12

#### Prerequisites: Required Art IV, Approval

AP Studio Art is intended for students who have a strong interest in majoring in an art related field in college. In this course, students have a choice of 3 paths (portfolios), 2-D Design, Drawing, or 3-D Design. Students will create their own artistic path based on their portfolio choice. A minimum of 24 original art pieces have to be created in order to meet the national AP requirements. Students have an opportunity to receive college credit if they score a 3 or higher on the portfolio. Additionally, students will learn basic art gallery presentation skills by means of a senior art exhibit. Strong work ethic is a must. Credits: 1 Unit AP Credit, college credit is possible based on portfolio score

### Vocal Music I-IV Grades 9-12

#### Prerequisite: None

This is an introductory course in vocal music. Students with an interest in choral music with little background in music are encouraged to participate. Chorus members will be involved in numerous concerts.

### Music Specialization- Mountain Music

Grades 9-12

#### Prerequisite: None

This class will focus on Appalachian music. It will mostly emphasize traditional instrumental music, but can incorporate vocalists as needed. This course builds upon the foundation established in 6th & 7th grade music class. We will cover history & repertoire of Appalachian music genres (old time, bluegrass, gospel & old country) and study the instruments of the tradition (acoustic guitar, banjo, fiddle, mandolin, & upright bass). These studies will culminate to bring students on stage performing traditional music on traditional instruments in the very same mountains where these styles emerged.

### Music Specialization- Rock Band

Grades 9-12

#### Prerequisite: None

In Rock Band class, we will explore music history, theory, and advanced technique through a focus on more contemporary genres of music. The course will mostly emphasize electric instruments and amplified voices as soloists– it is recommended that students have performed in music class prior to signing up for this course. In this course we will cover history and repertoire of contemporary genres such as blues, rock n roll, & subgenres of rock, in addition to exploring jazz, metal, and pop. We will learn music theory and advanced technique on amplified instruments, including electric guitar, bass, keyboard, drum kit, & vocals. These studies will culminate in performances of amplified music in the realm of rock.

### Band - Percussion I-IV

Grade: 9-12

#### Prerequisite: Teacher Approval

The RHS Percussion Ensemble is comprised of musicians who have demonstrated the required level of mastery and independence on their major performing percussive instruments. This ensemble studies the best literature for percussion and band with the emphasis on performance and sight-reading skills. Marching band rehearsals will alternate with the concert band for a portion of the first semester. All facets of the band program maintain an active performance schedule.

### Marching Band I

Grades 9-12

#### Prerequisite: Teacher Approval

This ensemble studies the best literature for wind ensemble and band with the emphasis on performance and sight-reading skills. Marching band rehearsals will alternate with the concert band for a portion of the first semester. All facets of the band program maintain an active performance schedule.

### Marching Band II

Grades 10-12

#### Prerequisite: Marching Band I or Concert Band I

This ensemble studies the best literature for wind ensemble and band with the emphasis on performance and sight-reading skills. Marching band rehearsals will alternate with the concert band for a portion of the first semester. All facets of the band program maintain an active performance schedule.

### Marching Band III Honors

Grades 11-12

#### Prerequisite: Marching Band I, II, and/or Concert Band I, II

This ensemble studies the best literature for wind ensemble and band with the emphasis on performance and sight-reading skills. Marching band rehearsals will alternate with the concert band for a portion of the first semester. All facets of the band program maintain an active performance

schedule. Students enrolled in this course are automatically enrolled to receive an honors credit and will prepare various assignments throughout the semester that meet these requirements.

#### Marching Band IV Honors

Grades 12

Prerequisite: Marching I, II, III, and/or Concert I, II, III

This ensemble studies the best literature for wind ensemble and band with the emphasis on performance and sight-reading skills. Marching band rehearsals will alternate with the concert band for a portion of the first semester. All facets of the band program maintain an active performance schedule. Students enrolled in this course are automatically enrolled to receive an honors credit and will prepare various assignments throughout the semester that meet these requirements.

#### Concert Band I

Grades 9-12

Prerequisite: Marching Band I or Teacher Approval

This ensemble studies the best literature for wind ensemble and band with the emphasis on performance and sight-reading skills. All facets of the band program maintain an active performance schedule.

#### Concert Band II

Grades 10-12

Prerequisite: Marching I and/or Concert I

This ensemble studies the best literature for wind ensemble and band with the emphasis on performance and sight-reading skills. All facets of the band program maintain an active performance schedule.

#### Concert Band III Honors

Grades 11 - 12

Prerequisite: Marching Band I, II, III and/or Concert Band I, II, by approval only

This ensemble studies the best literature for wind ensemble and band with the emphasis on performance and sight-reading skills. All facets of the band program maintain an active performance schedule. The Honors credit is achieved by auditioning for all-district band yearly in January, and by performing a solo at the Ensemble Concert in the spring as well as other lesser assignments that may be required throughout the semester.

#### Concert Band IV Honors

Grade 12

Prerequisite: Marching Band I, II, III, IV and/or Concert Band I, II, III, or Concert Band III Honors

This ensemble studies the best literature for wind ensemble and band with the emphasis on performance and sight-reading skills. The Honors credit is achieved by auditioning for all-district band yearly in January, and by performing a solo at the Ensemble Concert in the spring as well as other lesser assignments that may be required throughout the semester.

#### Color Guard

Grades 9-12

Prerequisite: Teacher Approval

This course is designed to give students the opportunity to participate in a corps style marching band. The colorguard is a fun, exciting, high profile, competitive group with an extensive rehearsal and performance schedule. We perform at all football games, parades, and competitions.

## Health and Physical Education Courses

### 9th Grade Health and Physical Education

Grade 9

#### Prerequisite: None

This course fulfills the requirement for graduation. Health focuses on personal health, family living education, and alcohol/drug abuse. Physical Education includes team and individual sports, fitness, conditioning, and recreation. (Core, TCS, NCS.)

### Strength & Conditioning

Grades 9-12

#### Prerequisite: None

This course provides a means for the advanced student to improve his/her strength (Weight Training), and flexibility, agility, and endurance (Aerobic Training). ((Elective))

## CAREER & TECHNICAL EDUCATION

### Transylvania County Schools Career Technical Education (CTE)

#### Course and Program Information

Welcome to the Career and Technical Education Course Descriptions Handbook. This document contains descriptions and other information designed to assist students and parents in making the best decisions possible for a successful future.

All Career and Technical Education programs have work-based learning strategies appropriate for the courses available to students. These work-based learning strategies may include: field trips, shadowing, program specific projects, paid and/or unpaid internships, and supervised learning experiences. These opportunities are used to enhance learning experiences and do not take the place of required coursework for graduation

Supervised learning experiences and Career-Technical Student Organizations (CTSO) leadership activities are integral components of the programs and courses and provide many opportunities for practical application of instructional competencies.

#### **CTSO Opportunities include:**

**DECA - Marketing**

**FBLA - Business**

**FCCLA - Family and Consumer Sciences**

**FFA - Agriculture**

**HOSA - Health Occupations**

**Skills USA - Trade and Industrial**

Students in Transylvania County Schools pursuing a Future Ready Core Course of Study must complete at least three units of Career & Technical Education credit in a career cluster, with at least one course being a concentrator / level 2 course.

**Please note:** Some courses and programs are only offered at one campus. Students may take courses at any campus. If a desired course is not offered at one of our campuses, students may take that course or courses at another school. Students are responsible for their own transportation to and from another campus. Students are encouraged to check with the Principal or Assistant Principal and the School Counseling Office for course selections at other campuses. Students may also discuss their interests and selections with the Career Development Coordinator.

**Additional:** Courses listed herein with low numbers after registration may not be offered at any campus for the upcoming year. Students should be aware that course availability is dependent upon registration and pathway/cluster requirements. Cancellation of a particular course can result from low registration numbers.

Up to date information about CTE courses can be found online at  
<http://www.ncpublicschools.org/cte>

## **Agricultural Education Course Descriptions**

### **Foundations of Agriculture**

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

### **Animal Science I- Recommended for 10th-12th grades**

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

### **Animal Science II - Food Animal Honors**

Prerequisite: Animal Science I

Expand knowledge of animal anatomy and physiology and utilize genetics to improve animal performance. Formulate nutrition plans to produce food animals and design facilities to manage animal production systems. Develop an understanding of veterinary terminology and practices. Build leadership and employability skills through authentic experiences from Supervised Agricultural

Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Animal Science pathway.

### **Veterinary Assisting Honors (Offered at BHS- Requires Approval)**

Prerequisite: Animal Science II - Food Animal or Animal Science II - Companion Animal (Designed for 12<sup>th</sup> grade students with an interest in animal medicine)

Develop the skills, techniques, and knowledge to earn a veterinary assistant credential and begin a career in animal medicine. Perform proper veterinary practice management and client relations through hands-on skills. Formulate veterinary medical dosages using appropriate medical terminology. Establish animal handling skills in practicum settings and establish surgical and radiological procedures through skill-based scenarios. Build leadership and employability skills through authentic experiences from CTE Internship, classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Animal Science pathway.

### **Horticulture I - Introduction to Plants**

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

### **Horticulture II - Plant Production**

Prerequisite: Horticulture I - Introduction to Plants

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

### **Natural Resources I**

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

### **Natural Resources II**

Prerequisite: Natural Resources I

Explore forest cultivation, conservation and management, and timber harvesting and processing to prepare students for a career in the forestry industry. Implement skills in tree identification and timber measurement. Develop forestry knowledge and skills to attain an industry recognized credential. Build leadership development and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Natural Resources pathway.

### **Natural Resources II - Forestry**

Prerequisite: Natural Resources I

Examine best management practices and sampling techniques to support natural resource conservation. Develop forestry identification and management skills. Discover prescribed conservation techniques to enhance forestry and wildlife habitats and explore a variety of natural resources recreational opportunities. Build leadership development and employability skills through authentic experiences from Supervised Agricultural Experience (SAE), classroom instruction, and FFA participation. Gain the knowledge and skills for careers in the Natural Resources pathway.

## **Business, Finance, and Marketing Education Course Descriptions**

### **Marketing I**

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

### **Marketing II**

Prerequisite: Marketing I

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

## **Computer Science Course Descriptions**

### **Adobe Visual Design I Honors** - Offered at RHS 25-26

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

### **Adobe Visual Design II Honors (Offered at BHS)**

Prerequisite: Adobe Visual Design I

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

### **Adobe Video Design I (Offered at BHS)**

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

knowledge, skills, and credentials necessary for career possibilities in the Adobe Video Design pathway.

### **Computer Science I (Offered at BHS)**

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

### **Computer Science II (Offered at BHS)**

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

### **3D Modeling and Animation I (Offered at BHS)**

Create 3D artwork using various industry level applications. Construct scenes with physical materials, lights and virtual cameras. Build and animate original scenes with 3D models. Gain the knowledge and skills for careers in the 3D Modeling pathway.

### **3D Modeling and Animation II (Offered at BHS)**

Amplify 3D models into reality by applying real-world materials and shaders. Deliver 3D character model to life with rigging and animation techniques. Forge creative potential with lights and cameras on a digital stage. Gain the knowledge, skills, and industry credential for careers in the 3D Modeling and Animation pathway.

### **Technology Engineering and Design (Offered at BHS)**

Explore how technology evolved throughout human history. Discover the universal systems model in products and processes society uses every day. Build a scale model of a structure by applying the Engineering Design Process. Gain the knowledge and skills for careers in the Technology Engineering, and Design pathway.

### **Technological Design (Offered at BHS)**

Prerequisite: Technology Engineering and Design

Explore engineering through energy, manufacturing, and other industries. Fabricate prototypes to test design concepts. Engineer a solution to a problem in a community. Gain the knowledge and skills for careers in the Technology Engineering, and Design pathway.

## **Family and Consumer Sciences Education Course Descriptions**

### **Culinary Arts & Hospitality I**

Utilize foodservice equipment and tools in preparation of numerous types of cuisines. Practice culinary skills in baking, garde manger, and basic cooking methods. Practice safety and sanitation to



prepare for the foodservice industry. Gain the knowledge and skills for careers in culinary arts and hospitality. \* For safety, enrollment should not exceed 20 students.

### **Culinary Arts & Hospitality II Applications Honors**

Prerequisite: Culinary Arts & Hospitality I

Execute the planning of foodservice operations in a school-based enterprise. Design a variety of cuisines to apply learned cooking methods. Explore United States regional soups and global baking and pastry arts. Gain the knowledge, skills, and certification for careers in culinary arts and hospitality. \* For safety, enrollment should not exceed 20 students.

### **Culinary Arts & Hospitality III Honors**

Prerequisite: Culinary Arts & Hospitality II

Build knowledge of management and menu planning within a foodservice operation. Establish understanding of food preservation techniques, yeast bread and pastries preparation. Learn the skills to earn a certification for advancement in the food service industry. Gain the knowledge, skills, and industry credential for careers in culinary arts and hospitality. \* For safety, enrollment should not exceed 20 students.

### **Interior Design Fundamentals (Offered at BHS)**

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

### **Interior Design Studio (Offered at BHS)**

Prerequisite: Interior Design Fundamentals

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

### **Interior Design Technology Honors (Offered at BHS)**

Prerequisite: Interior Design Fundamentals

Integrate interior design skills and building information modeling (BIM) using the AutoDesk Revit architecture program. Become familiar with digital drafting tools that enable designers to create fully coordinated plans, sections, elevations, 3-D perspectives, and renderings. Utilize drafting software to create a diverse portfolio of interior design skills. Gain the knowledge, skills, and industry certification for careers in interior design.

## **Health Science Education Course Descriptions**

### **Health Science I**

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

### **Health Science II**

Prerequisite: Health Science I

Perform basic safety procedures required for construction and industrial project sites. Engage in proper techniques required to safely operate hand and power tools used in the construction industry. Practice material handling tasks using appropriate personal protective equipment (PPE) procedures and techniques. Gain the knowledge, skills, and industry credentials for careers in architecture and construction. \* For safety, enrollment should not exceed 20 students.

## **Trade, Technology, Engineering, and Industrial Education Course Descriptions**

### **Construction Core**

Perform basic safety procedures required for construction and industrial project sites. Engage in proper techniques required to safely operate hand and power tools used in the construction industry. Practice material handling tasks using appropriate personal protective equipment (PPE) procedures and techniques. Gain the knowledge, skills, and industry credentials for careers in architecture and construction. \* For safety, enrollment should not exceed 20 students.

### **Carpentry I**

Prerequisite: Construction Core

Develop basic skills to interpret and lay out basic construction plans and documents used by carpenters. Engage in procedures for laying out and constructing floor and wall systems. Practice essential stairway design and construction techniques. Gain the knowledge, skills, and industry credentials for careers in architecture and construction. \*For safety, enrollment should not exceed 20 students.

### **Carpentry II Honors**

Prerequisite: Carpentry I

Engage in procedures for laying out, constructing, and installing roofing components for residential and commercial buildings. Practice skills related to moisture and insulation control concepts for building envelope systems installation. Participate in exterior finish materials installation procedures. Gain the knowledge, skills, and industry credentials for careers in architecture and construction. \* For safety, enrollment should not exceed 20 students.

### **Masonry I Honors**

Prerequisite: Construction Core

Develop basic skills to interpret measurements, drawings, and specifications common in masonry work. Engage in safely operating masonry tools and equipment. Participate in setting up, laying out, and bonding block and brick using an appropriate mortar mixture. Gain the knowledge, skills, and

industry credentials for careers in architecture and construction. \* For safety, enrollment should not exceed 20 students.

### **Masonry II Honors**

Prerequisite: Masonry I

Participate in masonry construction techniques for residential and small structure foundations. Focus on the use of grout and the application of other reinforced masonry elements. Engage in the installation of metal components and masonry openings. Gain the knowledge, skills, and industry credentials for careers in architecture and construction. \* For safety, enrollment should not exceed 20 students.

### **Masonry III Honors (Offered at BHS)**

Prerequisite: Masonry II

Participate in advanced masonry construction techniques and the interaction with structural components. Develop an understanding of the effects of hot and cold weather climate conditions on masonry construction. Develop a working knowledge of quality control requirements for masonry construction. Gain the knowledge, skills, and industry credentials for careers in architecture and construction. \* For safety, the enrollment should not exceed 20 students.

### **Drafting I Honors (Offered at BHS)**

Investigate essential concepts, trends, and career options in the architectural and engineering industry. Practice fundamental sketching skills and techniques required in architectural and engineering graphic communications. Perform CAD (computer aided drafting/design) procedures required to produce basic technical drawings. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

### **Drafting II - Architectural Honors (Offered at BHS)**

Prerequisite: Drafting I

Investigate commonly accepted styles, trends, trade terminology, and career options found in the architectural industry. Practice procedures to plan and draw a single-floor residential floor plan using Computer Aided Drafting/Design (CAD). Engage in the design of foundation, roof, and floor system to create a complete set of residential construction documents. Gain the knowledge, skills, and industry credentials for careers in architecture and construction.

### **Drafting III - Architectural Honors (Offered at BHS)**

Prerequisite: Drafting II - Architectural

Practice procedures to create a multi-floor residential structure using CAD (computer aided drafting/design). Engage in the design of electrical systems, stair/railing, and advanced kitchen and bath details used in residential architectural planning. Engage in the development of a site plan for a residential structure. Gain the knowledge and skills for careers in architecture and construction.

**\*\*All CTE Program Areas\*\***

### **CTE Advanced Studies**

Prepare for postsecondary education and future careers through analysis and research of the selected career pathway. Experience real-world application of course/pathway content through a work-based learning lens acquired by utilizing employability skills in an authentic workforce activity. Evaluate and plan for a postsecondary career while educating others. Gain the knowledge and skills for careers in the pathway of choice.

### **CTE Internship**

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

### **Career and College Promise – Blue Ridge Community College**

Career and College Promise provides a way for any North Carolina high school student in good academic standing who meets eligibility requirements to take community college courses while still in high school. Students can combine high school and postsecondary courses to earn a credential, certificate, or diploma in a technical field and meet requirements for CTE concentration. Credit may be transferable to another North Carolina community college, to UNC System institutions, and to many of the state's independent colleges and universities. Students should work with their school counselor to determine what CTE pathways are available at their local community college or in what other ways they can access this program.

## **MCJROTC**

The Leadership Department is responsible for running Transylvania County's Marine Corps Junior Reserve Officer Training Corps (MCJROTC) Program. The MCJROTC Program will develop Leadership in high school students allowing them to become informed citizens prepared to willingly understand and accept the responsibilities of citizenship. It is a unique program that stresses the learning of leadership skills that will enhance the lives of the young adults who participate. Instructors, consisting of retired Marines, shall focus on the four basic indicators of leadership: morale, proficiency, esprit de corps, and most importantly, discipline. There is no cost to be a Cadet in this program and there is no requirement for future service in any of the Armed Forces.

In order to fulfill its mission, the MCJROTC program uses a variety of activities to achieve the following objectives:

1. Develop informed and responsible citizens.
2. Develop Leadership.
3. Build Character through leadership development.
4. Teach elements and requirements of national security.
5. Stress discipline.
6. Teach respect for one's peers, superiors, and subordinates.
7. Enlighten Cadets to possible career and educational choices.

Activities include academic instruction, physical training, individual and unit drill, marksmanship, orienteering, as well as the wear and care of uniforms provided by the program. Throughout the year,

Cadets will also be involved in numerous activities in support of the community and will have the opportunity to compete on both drill and marksmanship teams.

The MCJROTC Program is broken up into four separate classes, Leadership Education 1-4 (LE 1-4). Further, in an effort to offer MCJROTC as a concentration, each class is broken up into two semesters. This will allow an incoming Freshmen to be a member of the program throughout their eight semesters of high school. Each student desiring to join the program should plan on taking the class both semesters. All Cadets will begin in LE 1, regardless of their graduation year, and will progress through each of the four Leadership Education classes in order. Descriptions of each class are as follows:

**Leadership Education 1:** The first year of the program provides cadets with an introduction to both leadership and citizenship. The first year also gives the new cadets exposure to personal growth and responsibility and establishes a foundation of military structure and tradition. Additionally, Cadets will receive an introduction to civilian marksmanship and land navigation training with map and compass. Weekly activities include academic instruction, physical training, drill, and uniform inspections. During LE-1, instructors will also assist each individual Cadet with establishing their post-high school career goals and identifying the necessary steps to achieve them.

**Leadership Education 2:** The second year continues the leadership and citizenship classes of LE-I. During LE-II the students receive instruction in general military subjects with more structure and tradition than in LE-I, as well as the refinement of marksmanship and land navigation skills. This year also provides Cadets with the training they will need to be instructors in the future, as they will learn to present classes to junior Cadets. As with LE-1, physical training, drill, and uniform inspections are emphasized throughout the year.

**Leadership Education 3:** In LE-III, Cadets will begin to apply their leadership training as they assume positions of increased authority and responsibility within the program. In this year detailed instruction on personal finances is presented, as well as other preparation for life beyond high school.

**Leadership Education 4:** Students provide senior Cadet leadership and organizational support for the JROTC unit. The class involves practical application of leadership skills. Reading, writing and speaking on leadership and citizenship are required. Mandatory involvement in several community service events during non-school hours is a course requirement.

## EDUCATION

### **Teacher Cadet I**

Teacher Cadet I is an introductory course designed for students interested in exploring the field of education. This course provides an overview of teaching as a profession, child and adolescent development, and the impact of effective instructional strategies. Students will engage in hands-on activities, observations, and field experiences in local schools to gain a deeper understanding of classroom dynamics, lesson planning, and the roles of educators. Teacher Cadet I fosters leadership, communication, and collaboration skills essential for success in education-related careers.

Grades: 11-12 | Prerequisite: None

### **Teacher Cadet II**

Teacher Cadet II builds on the foundation established in Teacher Cadet I, providing students with an in-depth exploration of teaching practices, classroom management, and educational psychology. This course includes extended field experiences, allowing students to work closely with mentor teachers and apply their knowledge in real classroom settings. Through lesson planning, instructional delivery, and reflective practice, students will develop skills necessary for future careers in education. This advanced course prepares students for college-level education programs and strengthens their understanding of the responsibilities and rewards of teaching.

Grades: 12 | Prerequisite: Teacher Cadet I

## Other Electives

### Modern American History (1900–Present)

Grades 9-12

Prerequisite: None

This course will explore the key political, social, economic, and cultural developments in the United States from 1900 to the present. Students will examine major events such as World War I, World War II, the Great Depression, the Civil Rights Movement, the Cold War, cultural shifts, and modern technology and globalization. The class will emphasize critical thinking, primary source analysis, and connections between historical events and contemporary issues. Through discussions, projects, interviews, assessments, and research, students will gain an understanding of how America's past continues to shape its present and future.

### Character Education

Grades 9-12

Prerequisite: None

This course is designed to prepare students for roles that require them to work with children and youth. Life skills such as goal setting, job interviews, and community service will be practiced. Students will develop their leadership skills by leading discussions, serving as group leaders, and making presentations on topics that impact daily life.

## Flexible Options for Learning

Are you interested in earning free college credits while still in high school? Are you looking for an honors, AP, or Career and Technical Education course not offered at your school? Consider the following options:

**Blue Ridge Community College-** Courses are offered online, at your school campus, and at the BRCC-Transylvania Campus.

**Brevard College-** Aiming to serve students who plan to attend Brevard College after high school, Brevard College offers courses to local high school students for a discounted rate. Pending approval of their principal, students will also receive high school credit for Brevard College courses.

**NC Virtual Public School-** Online courses in many subject areas.

**NCSSM-** NCSSM began offering distance education courses via the Information Highway in 1994. Since that time, over 10,000 students have participated in video courses for high school credit—many of them in Advanced Placement. While the program initially served rural schools, it has expanded to include all North Carolina schools. As video has become cheaper and broadband access to schools has increased, the program has grown, with new courses being added regularly.

**Other High Schools-** Consider taking a course that is offered at another high school campus in Transylvania County. If you are interested in this option, a school counselor will be glad to explore options and make the scheduling arrangements for you. Here's what to do:

1. Pick up a copy of the other school's course guide in your guidance office.
2. Visit your school counselor to sit down and review your schedule options.
3. That's all! We will do the work for you!

### **Earning Credit by Demonstrated Mastery (CDM)**

Starting in 2015, students will be able to earn credit for a course without spending a set number of hours taking the course in a classroom. Click here for more information:

<https://www.tcsnc.org/Page/1388>

“Credit by Demonstrated Mastery” is the process by which a school shall, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. Under the state's new Credit by Demonstrated Mastery (CDM) option, uniquely qualified students may “test out” or bypass a course if they have already mastered the content. The program provides another opportunity for students to learn new content, to challenge themselves with the next level of rigor in a subject, and even graduate early. This option is not designed to replace existing accelerated pathways, such as the Academically and Intellectually Gifted (AIG) program.



## **Rosman High School 2025- 2026**

You can find the entire listing of all College and Career Promise Courses and Description on the following link: [BRCC CCP Course Offerings](#)

Other BRCC courses may be available to students based on Career and College Promise pathway eligibility and demonstrated college readiness. A complete list is available at <http://www.blueridge.edu/academics/course-schedules>

### **Distance Learning Requirements & Competencies**

Before you enroll in an online course, you should be comfortable demonstrating basic computer operation and internet skills. Students who succeed are highly motivated self-starters. They are goal oriented, manage their time well, and have active reading skills.

#### **Distance Learners should be able to:**

- Communicate well in writing
- Effectively manage time

#### **If you take a distance-learning course, you are responsible for the following:**

- Reading assigned materials and being prepared to discuss them in an online discussion forum
- Completing all reading assignments and exercises required to pass this course
- Communicating often with your instructor

#### **Types of Online Course Instruction:**

- Internet (IN) *fully online*
- Hybrid (HY) 51%-99% instruction online (more *work online*)
- Blended (BL) 1%-50% instruction online (less *work online*)
- Synchronous online classes that require students and instructors to be online at the same time
- ITV Interactive Television (IH) *meets in an Interactive TV room usually with an online component*

These courses are available to all NC juniors and seniors with an unweighted GPA of 2.8 **OR** who demonstrates college readiness from an assessment or placement test in English, reading, and mathematics. Participation requires progress toward high school graduation and a 2.0 GPA in college coursework after completion of two college classes. Students are exempt from tuition, but required to pay for fees, books, and supplies.



# Brevard College Dual Enrollment

## Dual Enrollment with Brevard College

Aiming to serve students who plan to attend Brevard College after high school, Brevard College offers courses to local high school students for a discounted rate. Pending approval of their principal, students will also receive high school credit for Brevard College courses.

**NOTE:** *College courses do not necessarily fulfill North Carolina high school graduation requirements, even with principal approval. College courses may count as high school electives instead of graduation requirements. Check with your high school counselor to verify how a specific dual enrollment course will count.*

Students apply for the dual enrollment program through <https://brevard.edu/dual-enrollment>. Acceptance decisions will be made within about 72 hours. If accepted, students are strongly encouraged to arrange a campus visit prior to beginning classes.

There is no application fee for dual enrollment, and dual enrollment students will not be charged any student fees beyond tuition and, if applicable, lab fees. Students must purchase required textbooks.

## Course offerings

Brevard College is committed to an experiential liberal arts education that encourages personal growth and inspires artistic, intellectual, and social action. Learn more here:

<https://brevard.edu/experiential-academics>

Students may take up to two, 100-level courses per semester or courses for which there are no prerequisites.

**NOTE:** *Dual enrollment students will be registered on a space-available basis after August 1 or January 1.*

Brevard Colleges course offerings for fall term are announced in March, and spring term in October.

## Scheduling

Dual enrollment courses follow the Brevard College academic calendar. In general, Brevard College classes meet for 1.25 hours twice a week, either on Mondays and Thursdays or on Tuesdays and Fridays. Wednesday classes are 3 hours long and meet only once a week.

**NOTE:** *Expect homework or assignments in between classes. A general rule of thumb is that you will have two hours of outside work for every hour of class.*

## Attendance and Grades

Attendance at all class, laboratory, or studio sessions is expected of students, and each student is responsible for all work assigned. Specific attendance requirements for each course are established by the instructor at the beginning of each term and will be stated in the course syllabus. Students who must miss classes are responsible for discussing absences with faculty in advance of their occurrence or as

soon as possible thereafter. The instructor is responsible for determining whether and how students may make up missed class work. Instructors monitor dual enrollment students' attendance but do not report it to the high schools.

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), only authorized college personnel will have access to the information contained in student educational records. Dual enrollment students can monitor their progress and grades through SAKAI, Brevard College's online course management system.

Pending the dual enrollment student's written authorization, midterm and final grade reports will be sent from the Brevard College's registrar to the high school.



**North Carolina**  
**Virtual Public School**

## **Course Descriptions with Prerequisites, Textbook, and Tech Requirements**

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For more information on available courses and course descriptions, please visit  
<https://ncvps.org/catalogs/>

**Student Resource Center**  
<https://ncvps.org/student-resources/>

**General Technical Requirements for all of our courses**  
<https://ncvps.org/technology-requirements>

# Advanced Learning @ RHS with NC School of Science & Math

## **A flexible, cost-effective solution for offering advanced STEM courses**

North Carolina School of Science and Mathematics provides open enrollment distance education courses to schools across North Carolina. Courses are provided tuition-free. Delivering both online and interactive video conferencing (IVC) courses to students in grades 9-12.

With our two-way video conferencing (IVC), students collaborate in project teams and whole-class discussions with students at other schools across the state — developing the skills required by business and industry. NCSSM teachers monitor the class in real time, assessing student learning and ensuring that students engage with the course materials and with each other.

### **Getting started**

Two-way video conferencing allows students to see and hear the instructor and the other class participants, wherever they are, in real time. Technology advances mean that schools don't have to purchase expensive cameras and software to participate in interactive video conferencing. Students can participate in our Open Enrollment IVC courses if they have access to a computer, webcam, and required software.

## **Quick facts about NCSSM's Open Enrollment Distance Education courses**

- NCSSM has offered tuition-free Interactive Video Conferencing (IVC) courses to North Carolina schools since 1994.
- All NCSSM instructors have an advanced degree in their subject area.
- NCSSM operates four IVC studios and one mobile high-definition unit.
- NCSSM Online and IVC courses have PowerSchool codes.

- Courses are offered in 90-minute blocks throughout the school day. NCSSM accommodates multiple school calendars.
- Registration priority will be given to schools with a minimum of four students in a given course. One, two, and three-student requests will go on a waitlist and will be notified as their placement is confirmed.
- Schools enroll the students (up to eight students per school per course). There is no student application to NCSSM for Open Enrollment Distance Education courses.
- Classes are capped at 28 students. Enrollment is on a first-come, first-served basis.

### **[2025-2026 Course Catalog and Course Descriptions](#)**