

English



## **West Charlotte High School Course Description Guide 2025-2026 School Year**

Please refer to your Registration Card for courses that are available to your grade level.

The [CMS High School Planning Guide](#) has additional information about graduation requirements, magnet programs, Advanced Studies, promotion standards, GPA and class rank, exams, college planning, and more. Please note that the CMS High School planning guide is a district document and applies to all high schools in CMS. There are courses listed in the CMS Planning Guide that are not taught at Hough High School.

## **English**

### **FOUNDATIONS OF ENGLISH I**

Students focus on improving reading, writing, language, grammar, and research skills necessary for academic success in English I. This course is designed to provide intentional scaffolded instruction and support of core concepts that will be emphasized in English I.

### **ENGLISH I**

Students read, write, analyze and respond to a variety of literature genres. Critical thinking, research, argumentation, grammar, and language skills are also important components of English I.

### **FOUNDATIONS OF ENGLISH II**

Students focus on improving reading, writing, language, grammar, and research skills necessary for academic success in English II. This course is designed to provide intentional scaffolded instruction and support of core concepts that will be emphasized in English II.

### **ENGLISH II**

Students read, analyze, and respond to a variety of literature genres. Writing, critical thinking, research, argumentation, grammar, and language skills are also important components of English II.

### **ENGLISH III**

Students read, analyze, and respond to a variety of literature genres focusing primarily on American literature. Writing, critical thinking, research, argumentation, grammar, and language skills are also important components of English III.

### **ENGLISH III W/ AP LANGUAGE AND COMPOSITION**

In addition to the requirements of English III, students study nonfiction prose style and rhetorical techniques based on selections from, but not limited to, essays, diaries, journals, letters, speeches, biographies, and autobiographies. Writing stresses the aims and modes of composition as well as argumentation. This course follows the College Board course and exam description; an AP Exam is given at the end of this course.

### **ENGLISH IV**

Students read, analyze, and respond to a variety of literature genres from diverse authors. Writing, critical thinking, research, argumentation, grammar, and language skills are also important components of English IV.

### **CCRG ENGLISH IV**

The CCRG Enhanced English IV course will be offered to students who qualify and will satisfy the English IV high school graduation requirement and the UNC minimum admissions requirement. Students will complete tests throughout the course that will be used by community college registration for English course placement if they choose a community college program after high school. Completing the CCRG program requirements in high school can save students time and money when they begin at a community college by eliminating the need for additional support or preparation classes. CCRG course material will also help prepare students for university placement tests, military technical schools, and career English needs.

### **ENGLISH IV W/ AP LITERATURE AND COMPOSITION ENGLISH**

In addition to the requirements of English IV, students critically read and analyze fiction, drama, and poetry with appropriate, rigorous writing assignments. This course follows the College Board course and exam description; an AP Exam is given at the end of this course.

#### FILM AS LITERATURE

In order to develop a keen understanding of the art of filmmaking, students will analyze films from a literary perspective but also from a cinematic perspective.

#### YEARBOOK I

Students learn basic photography, layout, and copy writing and assist in the production of the school yearbook.

#### SPEECH & DEBATE I

Students will explore a wide variety and range of public speaking skills, basic researching, argumentation, questioning, and rebuttal skills, create and deliver orations, and evaluate performances. Students also have the opportunity to participate in local and state level Speech and Debate (Forensic) competitions.

#### CREATIVE WRITING

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

Math

## **Math**

### **FOUNDATIONS OF MATH 1**

Foundations of Math 1 is now offered as an A-Day/B-Daypaired course, with Foundations of Math 1 on A-Day and NC Math 1 on B-Day. Prerequisite supports are provided on A-Day to prepare students for success on the NC Math 1 B-Day lessons. Students will earn an elective credit for Foundations of Math 1 and a math credit for NC Math 1 for completing both courses successfully. At the end of the year, students will take the NC Math 1 End-of-Course (EOC) state test.

### **NC MATH 1, NC MATH 1 HONORS**

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. NC Math 1 Honors is offered as a semester-long course, while NC Math 1 is offered as a yearlong B-Day course paired with Foundations of Math 1.

### **NC MATH 2, NC MATH 2 HONORS**

This course continues a progression of the standards established in Math 1. In addition to these standards, NC Math 2 includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions.

Prerequisite: NC Math 1

### **NC MATH 3, NC MATH 3 HONORS**

This course progresses from the standards learned in NC Math 1 and NC Math 2. In addition to these standards, NC Math 3 extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. NC

Math 3 also includes the geometric concepts of conics and circles.

Prerequisite: NC Math 2

### **CCRG MATH**

Students who qualify for Career and College Ready Graduate (CCRG) math placement have an opportunity to take a CCRG Math course that will count as a fourth mathematics credit for high school graduation but not as a fourth level mathematics course. Since this is not a fourth level mathematics course, it will not satisfy UNC minimum admissions requirements. So, these students may need to take an additional math course if they are planning to attend a UNC System university. Students will complete tests throughout the courses that will be used by community colleges to place them appropriately into their first college Math course if a community college program is their choice after high school. Completing these courses in high school can save students time and money when they begin at a community college by eliminating the need for additional support or preparation classes there. This material will also help prepare students for university placement tests, military technical schools, and career Math needs.

### **NC MATH 4, NC MATH 4 HONORS**

This course is designed to be a fourth level mathematics course for university and community college bound students going into STEM and non-STEM fields. This course will be accessible to any student who has completed Math 3.

**Prerequisite: NC Math 3****AP PRE-CALCULUS**

Pre-Calculus, through the study of Functions, Number and Quantity, Algebra, and Modeling, is designed to prepare students for an entry-level college Calculus. 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 follows the College Board syllabus.

Prerequisite: NC Math 3 or NC Math 3 Honors

**AP STATISTICS**

An introduction 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. This course follows the College Board syllabus.

Prerequisite: Pre-calculus or NC Math 3 or NC Math 3 Honors

**AP CALCULUS AB**

A study of the concepts of calculus, including functions, graphs, limits, derivatives and integrals and provides experience with its methods and applications. This course follows the College Board syllabus.

Prerequisite: Pre-Calculus

# Science



## Science

### EARTH/ENVIRONMENTAL SCIENCE, EARTH/ENVIRONMENTAL SCIENCE HONORS (OR AP ENVIRONMENTAL SCIENCE)

Fulfills the Earth/Environmental Science graduation requirement. This course is laboratory-based science 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.

### BIOLOGY I, BIOLOGY I HONORS, IBMYP BIOLOGY, IGCSE BIOLOGY

Fulfills the biology graduation requirement. This course is laboratory-based science class in which students will study the cell, the molecular basis of heredity, biological evolution, interdependence of organisms, matter and energy, and organization in living systems and the behavior of organisms.

### PHYSICAL SCIENCE

This course is laboratory-based science 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, CHEMISTRY I HONORS, MYIB CHEMISTRY, IGCSE CHEMISTRY

This course is a laboratory-based science 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. This is the recommended physical science course for college/university admission.

### AP BIOLOGY

This science class is the equivalent to a first-semester college course in Biology. This laboratory-based science class emphasizes the conceptual framework, factual knowledge and analytical skills to deal critically with the rapidly changing science of biology.

**Prerequisites: Biology I, Chemistry I**

### AP ENVIRONMENTAL SCIENCE

This science class is the equivalent to a first-semester college course in Environmental Science. This laboratory-based science class emphasizes the application of scientific concepts to the understanding and solution of environmental problems. This course fulfills the Earth/Environmental Science Graduation requirement.

**Prerequisites: Math I, Biology I, Chemistry I**

### HUMAN ANATOMY AND PHYSIOLOGY HONORS

This course studies the structure and function of the human body with emphasis placed upon the concepts that help correlate the principles of structure and function. This is a science elective course and is not required for graduation credit.

**Prerequisite: Biology**

### 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.

# Social Studies

## **Social Studies**

### **WORLD HISTORY/HONORS WORLD HISTORY**

The World History course will address six (6) periods in the study of World History, with a key focus of study from the mid 15th century to present. The learning standards of this course have been written to focus around a basic core of chronologically-organized periods and events in history. Students taking this course will study major turning points that shaped the modern world.

### **FOUNDING PRINCIPLES OF THE UNITED STATES OF AMERICA AND NORTH CAROLINA: CIVIC LITERACY/HONORS FOUNDING PRINCIPLES OF THE UNITED STATES OF AMERICA AND NORTH CAROLINA: CIVIC LITERACY**

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. 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 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 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.) Students will have studied colonial American history in the 4th, 5th, and 8th grades. 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.

### **AFRICAN AMERICAN STUDIES**

African American studies is an interdisciplinary course that examines the diversity of black life and experiences in America. The course spans time and space beginning with early African kingdoms to current contemporary achievements and challenges. Through direct encounters with varied sources, students explore topics that include but are not limited to: African kingdoms, the Diaspora, African American identity, defining cultural experiences, and their contributions to the American social fabric.

### **LATIN AMERICAN STUDIES**

Latin American Studies is a course that aims to provide a broad framework for students to gain a historical and contemporary understanding of the individuals, groups, events, trends and ideas surrounding Latino peoples living in the United States, Mexico, Central America, South America and the Caribbean. The course is broken down into five strands; history, culture, economics, geographic and government. The historical content of this course is taught with heavy relevance to contemporary issues in order to ensure deeper understandings with students.

## PSYCHOLOGY

The elective course, Psychology, engages students in the understanding, articulation, and dissemination of psychology as a science. Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. It emphasizes the empirical examination of behavior and mental processes and it infuses perspectives fostering students' growth, development, and understanding of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, and solve problems. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior.

## AP US GOVERNMENT AND POLITICS

Students will engage in the examination of the American government, famous court cases, political parties, exciting political debates and elections. The United States Constitution is examined in depth as to how its application and evolution have evolved to meet the needs of a changing society and people. An AP exam will be given at the end of the course; this course follows the College Board course and exam description.

## AP UNITED STATES HISTORY

Students are engaged in an in-depth study of American history from the colonial period to the present. An AP exam will be given at the end of the course; this course follows the College Board course and exam description.

## AP PSYCHOLOGY

Students will engage in an in-depth study of the discipline of psychology, its history, theoretical approaches, and contemporary research methods. An AP exam will be given at the end of the course; this course follows the College Board course and exam description.

## AP HUMAN GEOGRAPHY

The importance of geography as a field of inquiry into the dynamics of human population growth, movement, and culture provides the foundation for this course. An AP exam will be given at the end of the course; this course follows the College Board course and exam description.

## AP AFRICAN AMERICAN STUDIES

The interdisciplinary course reaches into a variety of fields—literature, the arts and humanities, political science, geography, and science—to explore the vital contributions and experiences of African Americans. An AP exam will be given at the end of the course; this course follows the College Board course and exam description.



# IB Courses

## IB ENGLISH LITERATURE HL I & II

IB English Literature focuses on the study of literature, with a focus on a variety of styles, cultures, genres, and contexts. In addition, the course introduces students to literary criticism, including the creation of student-generated literary judgements. Students in IB English Literature study a minimum of 13 literary works over the two years of the course. The course, taught over two years, meets North Carolina graduation requirements for English III and English IV.

Prerequisites: English I & English II

## IB WORLD LANGUAGES SL I & II | IB WORLD LANGUAGES HL I & II

IB World Language studies at the Diploma Level require students to read, write, and speak in the target language while exploring cultures related to the language. Students engage in discussion with classmates and their teacher, read and respond to texts, and describe and analyze photographs representing cultural images. Students in HL language classes read short pieces of literature in the target language, and they are required to write longer responses to prompts.

Prerequisites: World Language levels 1, 2, and 3.

## IB HISTORY OF THE AMERICAS HL AND IB HISTORY SL

IB History focuses on historical events in the world from multiple perspectives and contexts, with a particular emphasis on history of North, Central, and South America. The course approaches history thematically, considering such concepts as national revolutions, civil rights movements, and rise of dictatorships. The course, taught over two years, satisfies the North Carolina graduation requirement for American History and world history.

Prerequisites: Civic Literacy, Economics & Personal Finance

## IB PSYCHOLOGY SL | IB PSYCHOLOGY HL I & II

IB Psychology focuses on the study of human behavior, including biological, cognitive, and sociocultural influences. Psychological research, both in case studies and in practice, plays a central role in the course.

## IB BIOLOGY SL I & II | IB BIOLOGY HL I & II

Biology is the study of life, from a molecular level through human physiology. The IB Biology course includes the study of biochemistry, cell biology, genetics, classification, evolution, ecology, and human anatomy and physiology. There is an emphasis on lab techniques and exploration.

Prerequisites: Biology I

## IB MATH APPLICATIONS I & II

The Math Applications curriculum is focused on how mathematics, including algebra, calculus, and statistics, is used in real-world applications. The course, taught over two years, satisfies math requirements for high school graduation (2 units beyond Math III).

Prerequisites: Math I, Math II, and Math III

## IB VISUAL ARTS SL I & II | IB VISUAL ARTS HL I & II

The IB Visual Arts course requires students to investigate artistic techniques, genres, and cultural and historical influences as they create their own art. Students create a curated Exhibition of their own art. They must reflect on the influences and technical challenges presented by each of their works in a documented Process Portfolio.



They also create a Comparative Study of artists and their work. All three of these components are required for the IB Visual Art Exam.

Prerequisites: Visual Arts (beginning) or above OR Contemporary Crafts (beginning) or above Theory of Knowledge

#### IB THEORY OF KNOWLEDGE I & II

In Theory of Knowledge, students study both ways of knowing (including language, sense perception, and emotion) and areas of knowledge (including history, natural sciences, and ethics) as they consider their own knowledge acquired in the IB program and beyond.

# Physical Education

## NC HIGH SCHOOL HEALTH AND PHYSICAL EDUCATION GRADUATION REQUIREMENT

This required course for graduation is a combination of two content areas: Health Education and Physical Education. The intent of this course is to develop the knowledge and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set-health enhancing goals for a lifetime.

### STRENGTH TRAINING

(BEGINNER, INTERMEDIATE, ADVANCED AND ELITE)

This class is designed to build strength, add definition, increase your bone density, and decrease your body fat by increasing your lean muscle. Research has proven by adding lean muscle to the body you can speed up your metabolism and burn more calories when you work out and at rest. You will use hand weights, plate loaded barbells, tubing and your own body weight to change the shape of your body. You will work every muscle in your body! Additionally, students will monitor their fitness levels by participating in a fitness assessment throughout the semester.

### STRATEGIES IN SPORTS OFFICIATING (11TH AND 12TH GRADE ONLY)

Students enrolled in Strategies of Sports Officiating learn the rules and regulations of selected team sports, developing skills in the area of communication, decision-making, and conflict management which are needed to officiate team sport competitions. Working with coaches, players, other officials, and parents, the expectation is that by the end of the course, students will have the ability to officiate at various levels and manage the responsibilities that come with the role. Students will be introduced to the rules of the games. and officiating mechanics based on approved NC HS Athletic Association (NCHSAA) specifications which will form a foundation for a lifetime of officiating. Experienced officials will assist in providing“real-world” opportunities in preparing the students for the situations they will face. Students will also develop a personal fitness plan and safety plan that directly relates to the needs of an official. Students apply time management skills and adhere to professional responsibilities and standards including the Sports Officials Code of Ethics and the legal rights and responsibilities of a sports official involved with youth sports in the 21st century.

**Prerequisite: Successful completion of 9th Grade Health and PE and be in 11th or 12th Grade**

### TEAM SPORTS

Team sports class emphasizes participation in several team sports. Students will spend time learning the rules and regulations of each sport, practicing the skills to be successful at each sport, taking leadership roles as captains or officials, as well as competing in games and contests. Additionally, students will monitor their fitness levels by participating in a fitness assessment throughout the semester.

### SPORTS MEDICINE I-IV

Sports Medicine I

The Sports Medicine I course introduces students to a general overview of Athletic Training, Sports Medicine, and its history. It includes introductory information about the Athletic Trainer’s scope of practice: injury prevention, treatment, rehabilitation, emergency injury management, and administrative functions. This course is intended to help students gain an understanding of the professions associated with Sports Medicine and the role they play in the physically active community.

**Prerequisite: Successful completion of 9th Grade Health and PE**

## CARDIO AND CORE CONDITIONING

Cardio and core conditioning class emphasizes constantly-varied, high-intensity functional movement. Focus is on cardiovascular endurance, stamina, strength, flexibility, power, speed, coordination, agility, and balance to maximize performance and fitness. Additionally, students will monitor their fitness levels by participating in a fitness assessment throughout the semester.

**Prerequisite: Successful completion of 9th Grade Health and Physical Education**

CTE

## CTE

### COSMETOLOGY

#### ENTREPRENEURSHIP I (9TH & 10TH GRADE ONLY)

In this course students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements.

#### ENTREPRENEURSHIP II

Prerequisite: Entrepreneurship I

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

#### COSMETOLOGY I

Prerequisite: Entrepreneurship I and II

This course introduces students to the content essential to pursuing a cosmetic arts license. Students study the history of cosmetology; infection control; basic principles of hair care; principles of hair styling and cutting; chemical texture services; and hair coloring services, products and procedures.

#### COSMETOLOGY II

Prerequisite: Cosmetology I

This course covers the advanced cosmetic art topics of general anatomy and chemistry; skin and nail care; hair design and braiding; the use of wigs and extensions; massage and facials; makeup and cosmetic artistry; manicure and pedicure procedures; nail extensions and UV gel nail applications. Students provide services to live models and participate in the district Cosmetology Capstone event. CMS Cosmetology is monitored and regulated by the North Carolina Board of Cosmetic Arts Examiners.

### CULINARY ARTS & HOSPITALITY

#### CULINARY ARTS AND HOSPITALITY I (9TH & 10TH GRADE ONLY)

This course is designed to introduce students to the hospitality and food service industry by learning about components of professional practice and building basic knowledge and skills in food preparation, garde manger, baking, and food service operations. The introduction includes students learning food safety, breakfast cookery, salads and sandwiches, quick breads and cookies, and dining room service. Art, English language arts, mathematics, science, and social studies are reinforced.

#### CULINARY ARTS AND HOSPITALITY II APPLICATIONS

Prerequisite: Culinary Arts and Hospitality I

This course is designed for students to demonstrate their knowledge and skills in basic food preparation, garde manger, baking and food service operations by planning and executing the program's school-based enterprise. The experience includes students preparing and selling breakfast items, salads and sandwiches, and quick breads and cookies while applying safety, sanitation, and guest service skills. Arts, English and language arts, mathematics, science, social studies, and are reinforced.

## CULINARY ARTS AND HOSPITALITY III

Prerequisite: Culinary Arts and Hospitality II Applications

The course is designed for students to further develop their knowledge and skills through learning about advanced food preparation, garde manger, baking and pastry, and food service operations. The experience includes students learning cooking techniques, food preservation, yeast breads and pastries preparation, human relations management, menu planning, and food service purchasing and receiving. Arts, English and language arts, mathematics, science, and social studies are reinforced.

## ENTREPRENEURSHIP

### ENTREPRENEURSHIP I (9TH & 10TH GRADE ONLY)

In this course students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements.

### ENTREPRENEURSHIP II

Prerequisite: Entrepreneurship I

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

## 3D MODELING & ANIMATION

### 3D MODELING & ANIMATION I (9TH & 10TH GRADE ONLY)

This course is designed to teach students digital design techniques such as image production, audio and video effects, transformations, and 3D rendering. Students will apply concepts through the development of 2D and 3D graphics, digital effects, and animations. Students will also use 3D modeling techniques to include using 3DS Max to manipulate and sculpt pure imagination into substantial digital art. Students will develop a portfolio of original projects that they can use when applying for an internship, higher education, or a job.

### 3D MODELING & ANIMATION II

Prerequisite: 3D Modeling & Animation I

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

## GRAPHIC & DIGITAL DESIGN

### ADOBE VISUAL I

This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, InDesign, and Illustrator certification.

### ADOBE VISUAL II

This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, InDesign, and Illustrator certification.

#### **ADOBE VIDEO**

Prerequisite: Adobe Visual

This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English language arts are reinforced.

#### **INTERIOR DESIGN**

##### **INTERIOR DESIGN FUNDAMENTALS (9TH & 10TH GRADERS ONLY)**

This course focuses on housing needs and options of individuals and families at various stages of the life cycle. Emphasis is placed on selecting goods and services and creating functional, pleasing living environments using sound financial decisions and principles of design. Topics of study include elements and principles of design, backgrounds and furnishings, architectural styles and features, and functional room design.

##### **INTERIOR DESIGN STUDIO**

Prerequisite: Interior Design Fundamentals

This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures.

##### **INTERIOR DESIGN TECHNOLOGY**

Prerequisite: Interior Design Fundamentals and Interior Design Studio

This course prepares students for entry-level and technical work opportunities in interior design. Students apply design skills through Autodesk Revit software to meet clients' needs using components found in residential and commercial spaces. Art and mathematics are reinforced.

#### **NURSING FUNDAMENTALS**

##### **HEALTH SCIENCE I (9TH & 10TH GRADERS ONLY)**

This course focuses on human anatomy, physiology, human body diseases and disorders, and biomedical therapies. Students will learn about healthcare careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course.

##### **HEALTH SCIENCE II**

Prerequisite: Health Science I

This course is designed to help students expand their understanding of financing and trends of healthcare agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training for healthcare professionals. English language arts and science are reinforced in this course.

##### **NURSING FUNDAMENTALS (12TH GRADE ONLY)**



Prerequisite: Health Science I, Health Science II

This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NC NAI Registry. English language arts, mathematics, and science are reinforced.

### SPORTS & EVENT MARKETING

#### **SPORT AND EVENT MARKETING I (9TH & 10TH GRADE ONLY)**

This course allows students to be introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights, business foundations, concessions and on-site merchandising, economic foundations, human relations, and safety and security.

#### **SPORT AND EVENT MARKETING II**

Prerequisite: Sports and Event Marketing I

This course allows students to acquire an understanding of sports, entertainment, and event marketing. Emphasis is on business management, career development, client relations, contracts, ethics, event management, facilities management, legal issues, and sponsorships.

### COMPUTER SCIENCE PATHWAY

#### **COMPUTER SCIENCE I**

This is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem-solving, the Internet, and the global impact of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play.

#### **COMPUTER SCIENCE II**

TBD

### CONSTRUCTION COURSES

#### **CONSTRUCTION CORE**

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

and Research (NCCER) Core certification. \* Due to potentially hazardous equipment, a maximum enrollment of 20 is recommended.

## CARPENTRY I

### **Prerequisite: Construction Core**

This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification.

## AP COMPUTER SCIENCE PRINCIPLES

This is a college-level introductory computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems including the internet work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

AVID

## **AVID**

### **AVID 9**

For students who have previous experience with AVID, the 9th grade lessons will serve as an opportunity for refinement of AVID skills and application in the high school context. For students new to AVID, the 9th grade progression will expose them to all components of AVID. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test taking, note-taking, and research techniques.

### **AVID 10**

During the tenth-grade AVID Elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

### **AVID 11**

The eleventh-grade AVID Elective course is the first part in a junior/senior curriculum that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of eleventh-grade, there are activities, units, and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

### **AVID 12**

The AVID Elective twelfth-grade course is the second part in a junior/senior course that focuses on writing and critical thinking expected of first- and second-year college students. Students will complete a final research essay project building on knowledge and skills developed in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans.

# Fine Arts Education

## **Fine Arts Education**

### **THEATRE ARTS**

#### **THEATRE ARTS (BEGINNING)**

This 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 improv 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. If a student has successfully completed drama in 6th, 7th, and 8th grade, the student should enroll in an Intermediate Level course.

#### **THEATRE ARTS (INTERMEDIATE)**

This course explores the use of body language to express human motivations through improvisation. Students 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 and identify links between storytelling traditions and cultural growth. Participation in after-school rehearsals and performances is expected.

Prerequisite: Complete 6-8 education in theater/drama; Beginning theater; or Demonstrated proficiency with High School Course Instructor recommendation

#### **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 and are able to deconstruct the production process from live performance back to script. Specific United States plays are included for their historical relevance. Aspects of design elements are integrated and applied to solve production challenges. Participation in after-school rehearsals and performances is expected.

Prerequisite: Demonstrated proficiency at Intermediate and Teacher Recommendation

#### **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 use vocal elements to create dialects and learn to perform improvisations using audience

prompts. 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 rehearsals and performances is expected.

Prerequisite: Demonstrated proficiency at Proficient and Teacher Recommendation.

### **DANCE**

#### **DANCE (BEGINNING)**

This course explores movement as a creative art form. Students learn basic choreographic principles, structures and processes. Movement skills and performance values are studied. A movement portfolio is created. Students analyze dance and explore connections in history, to other arts disciplines, and to health. Students will begin to self assess their dance based on established criteria.

## DANCE (INTERMEDIATE)

This course builds upon technical movement and choreographic skills. A movement portfolio is further developed. Students learn anatomical concepts in relation to dance; how to analyze dance on the basis of established criteria; and to evaluate personal performance. Connections between dance and civics, economics, health, and other arts disciplines are explored. Students will participate in self assessments and aesthetic evaluations.

Prerequisite: Complete 6-8 education in Dance; Beginning Dance; or Demonstrated proficiency with High School Course Instructor recommendation

## DANCE (PROFICIENT\*)

This course emphasizes dance as a creative and expressive art form. Students increase their technical movement skills and create dances that fulfill choreographic intent, utilize production design choices, and meet aesthetic criteria. Examining and evaluating dance from cultural and historical perspectives with emphasis in the U.S. is a part of dance at this level. Connections to literary works are explored. Students are expected to reflect upon personal performance and establish goals for growth. Students are expected to perform in dance concerts.

Prerequisite: Demonstrated proficiency in Dance (Intermediate) and Teacher Recommendation.

## DANCE (ADVANCED\*)

This course emphasizes an advanced level of technique and refinement of skills as a choreographer and performer. Students are expected to analyze, critique, evaluate and interpret dance from personal, cultural, and historical contexts. Incorporation of complex dance structures, performance values, and response to constructive feedback should be demonstrated when dancing. Students are expected to perform in dance concerts.

Prerequisite: Demonstrated proficiency in Dance (Proficient) and Teacher Recommendation

## ORCHESTRA

### ORCHESTRA (BEGINNING)

This is an introductory level class for students with no instrumental experience. Students develop fundamental skills of music, characteristic tone production, music terminology, posture, bowing, intonation, and expressive skills through ensemble playing and the study of simple orchestral literature. Participation in after-school rehearsals and performances is expected.

If a student has successfully completed orchestra in 6th, 7th, and 8th grade, the student should enroll in Intermediate Level course.

### 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.

Prerequisite: Complete 6-8 education in orchestra; Beginning orchestra; or Demonstrated proficiency with High School Course Instructor recommendation

## BAND

### BAND (BEGINNING)

This course is an introductory level class for students with no instrumental experience. As a performance-based class, students develop fundamental skills of music, characteristic tone production, terminology, posture, intonation, and expressive skills through ensemble playing and the study of simple band literature. Participation in after-school rehearsals and performances is expected. If a student has successfully completed band in 6th, 7th, and 8th grade, the student should enroll in an Intermediate Level course.

#### 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 III-IV band literature. Participation in afterschool rehearsals and performances is expected.

Prerequisite: Complete 6-8 education in band; Beginning band; or Demonstrated proficiency with High School Course Instructor recommendation

#### SYMPHONIC BAND (INTERMEDIATE, PROFICIENT\*)

This course is focused on building aesthetic awareness and technical ability through both solo and ensemble experiences. 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 IV-VI literature. Participation in afterschool rehearsals and performances is expected.

Prerequisite: Demonstrated proficiency and Teacher Recommendation.

#### CHORAL MUSIC

##### 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 expected. If a student has successfully completed chorus in 6th, 7th, and 8th grade, the student should enroll in an Intermediate Level course.

##### MIXED CHOIR (INTERMEDIATE)

This course includes students of varied vocal talents and abilities. Students should have a general understanding of music theory and notation, sight-reading, and a willingness to sing actively each day. Mixed Chorus performs a variety of music ranging from historical choral literature to the music of today. Participation in after-school rehearsals and performances is expected.

Prerequisite: Complete 6-8 education in Choir; Beginning Choir; or Demonstrated proficiency with High School Course Instructor recommendation

##### CONCERT CHOIR (PROFICIENT\*)

This course is for students who have demonstrated skill and serious commitment to singing. Students must be able to sing with intonation accuracy and demonstrate advanced knowledge of music theory and sight-reading skills. Concert Choir performs complex music of all styles and varieties. Key components of this course include the ability to listen to, analyze and evaluate musical performances. Participation in after-school rehearsals and performances is expected.



Prerequisite: Demonstrated proficiency and Teacher Recommendation.

## MUSIC THEORY

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.

Prerequisite: Demonstrated proficiency and Teacher Recommendation.

## VISUAL ARTS

### BEGINNING VISUAL ARTS

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. Students will create and maintain an artistic journal. If students have successfully completed 6th, 7th, and 8th grade Visual Arts, the student should enroll in Intermediate Visual Arts.

### INTERMEDIATE VISUAL ARTS

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 included in this course. Students will maintain an artistic journal and learn the process of maintaining a portfolio.

Prerequisite: Complete K-8 education in Visual Arts; Beginning Visual Arts; or Demonstrated proficiency with High School Course Instructor recommendation

### PROFICIENT VISUAL ARTS\*

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 voice. 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: Demonstrated proficiency in Intermediate and Teacher Recommendation

### ADVANCED VISUAL ARTS\*

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; 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: Demonstrated proficiency in Proficient and Teacher Recommendation

## BEGINNING CONTEMPORARY CRAFT AND DESIGN

The 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.

#### INTERMEDIATE CONTEMPORARY CRAFT AND DESIGN

This course is a continuation of study in Contemporary Crafts and Design Thinking through clay, metal, fiber, paper and other materials. Students will utilize critical thinking, 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: Demonstrated proficiency in Beginning Contemporary Craft and Design or Demonstrated proficiency in a portfolio with High School Course Instructor recommendation.

#### PROFICIENT CONTEMPORARY CRAFTS AND DESIGN\*

The course is a continuation of study and experience in Contemporary Crafts processes and Design Thinking. Students will be required to maintain a portfolio of Crafts work that showcases technical skill and personal voice. 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. Maintaining an artistic journal is required.

Prerequisite: Demonstrated proficiency in Intermediate and Teacher Recommendation

#### ADVANCED CONTEMPORARY CRAFT AND DESIGN\*

The course focus is the development of a personal voice and aesthetic in creating Contemporary Crafts and implementing Design Thinking. The advanced student must be self-directed and actively take ownership of their portfolio. Students will engage in personal and peer; formal and informal; oral and written critiques. Maintaining an artistic journal which includes the student's artistic statement and reflection is required. Students must exhibit their portfolio.

Prerequisite: Demonstrated proficiency in Proficient and Teacher Recommendation

#### BEGINNING CERAMICS

The course is an introductory survey of clay and its position and purpose in art. Students will learn hand-building techniques with low-fire clay; use the Elements of Art and Principles of Design; explore the context of ceramics in our world; begin to develop critical responses and create and maintain an artistic journal.

#### INTERMEDIATE CERAMICS

This course is a continuation of study in Ceramics. Students will learn wheel throwing techniques; begin study of glazing; utilize critical thinking; develop problem-solving skills; conduct critiques; and examine the economics of ceramics. Students will begin to take a more personal approach in their production of ceramics while maintaining an artistic journal and a ceramic portfolio.

Prerequisite: Demonstrated proficiency in Beginning Ceramics and Teacher Recommendation.

#### PROFICIENT CERAMICS\*

This course is a continuation of study and experience in low-fire ceramics. Students will create a portfolio of ceramic work that showcases technical skill and personal style. Glazing and firing techniques will be investigated. The processes of critiquing, evaluating works of art and examining ceramics in a cultural and historical context will be conducted. Maintaining an artistic journal and portfolio is required.

Prerequisite: Demonstrated proficiency in Intermediate and Teacher Recommendation

#### ADVANCED CERAMICS\*

This course focus is the development of a personal voice and aesthetic in creating ceramic 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; 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 art.

Prerequisite: Demonstrated proficiency in Proficient and Teacher Recommendation.

#### BEGINNING MEDIA ARTS: VISUAL ARTS

This course is an introductory survey of the Elements of Art and Media Arts, along with the Principles of Design through Media Arts Processes. In this course students will learn to apply creative problem solving methods through hybridization and multimodal projects with a focus on Digital Photography. Students will gain foundational skills in editing and composing software and be introduced to other programs within use in the industry. Students will explore the context of Media Arts in our world and begin to develop critical responses.

#### INTERMEDIATE MEDIA ARTS: VISUAL ARTS

This studio based course is a continuation of study in Media Arts. Students will enhance skills through the study of digital photography, film, graphic design, and digital arts; acquire and use an in-depth knowledge of media arts programming; be introduced to concrete and conceptual themes; utilize critical thinking; develop problem-solving skills; conduct critiques; evaluate works of art; explore Media Arts relationship to other art forms and examine the economics of Media Arts. Students will begin to take a more personal approach in Media Arts while maintaining an artistic journal and portfolio.

Prerequisite: Demonstrated proficiency in Beginning Media Arts and Teacher Recommendation.

#### PROFICIENT MEDIA ARTS: VISUAL ARTS\*

This studio based course is a continuation of study in Media Arts. Students will set Media Arts learning goals and devise means for achieving these goals in a directed studio situation. The processes of critiquing, evaluating, and examining Media Arts and its relationship to cultures and other art forms will be conducted. Students will be expected to maintain a portfolio and artistic journal.

Prerequisite: Demonstrated proficiency in Intermediate Media Arts and Teacher Recommendation.

#### ADVANCED MEDIA ARTS: VISUAL ARTS\*

The focus of this studio based course is the development of a personal voice and aesthetic in creating a body of work in Media Arts that reflects personal choices and growth over time as an artist. Students will engage in personal and peer; formal and informal; oral and written critiques. Students are expected to maintain a Media Arts portfolio including the student's artistic statement and reflection.

Prerequisite: Demonstrated proficiency in Proficient Media Arts and Teacher Recommendation.

JROTC

## Army JROTC (Military Science)

### MILITARY SCIENCE I, II, III & IV

Includes instruction in Army history, leadership and managerial skills, geography, character development, effective communication skills, financial literacy, goal setting and time management, global and cultural studies, military drill and ceremonies. Students in the Army JROTC program have increased opportunities for Service Academy appointments and ROTC scholarships. Each level in the courses offers a continuation of previous subjects and increased opportunities for leadership development in the art of decision making and problem Solving.

**Prerequisite: Be in the 9th grade or above, good moral character, a desire to learn, and Senior Army Instructor approval. Levels II, III, and IV require the successful completion of the previous levels and Senior Army Instructor approval.**

# World Languages

## World Languages

### FRENCH I, GERMAN I, JAPANESE I, CHINESE I, SPANISH I

Level I of world language study develops the listening, speaking, reading and writing skills needed for basic communication. Emphasis is given to the development of listening and speaking skills. Geography and cultures of the target language are taught as an integral part of language study. Classes are conducted at least 90% in the target language.

### FRENCH II, GERMAN II, JAPANESE II, MANDARIN CHINESE II, SPANISH II

Level II of world language study continues the development of language skills. Culture is integrated as an on-going part of language study. Classes are conducted at least 90% in the target language.

Prerequisite: Level I parts A and B or full year Level I of the same language. Heritage speakers of the language may be tested for placement into Level II or higher.

### HONORS FRENCH III, HONORS GERMAN III, HONORS JAPANESE III, HONORS MANDARIN CHINESE III, HONORS SPANISH III

Level III of world language study further develops the communication skills introduced in levels I and II. Cultural study is expanded to include information about the art, music, and literature of the cultures studied. Classes are conducted at least 90% in the target language.

Prerequisite: Level II of the same world language or Spanish for Native Speakers I. Heritage speakers of the language may be tested for placement into Level II or higher.