

# Pamlico County High School



Curriculum Bulletin 2020-2021

*Educating Students Today  
for Tomorrow's Dreams*

# Table of Contents

## GENERAL INFORMATION

|   |       |
|---|-------|
| Registration Procedure .....                          | 3     |
| Fees .....  | 4     |
| Graduation Requirements .....                         | 5     |
| Early Junior Graduation .....                         | 5     |
| January Graduation.....                               | 5     |
| Promotion Requirements .....                          | 6     |
| High School Graduation Requirements .....             | 7-8   |
| Grade Point Average and Class Rank .....              | 9     |
| Graduation Honors and Awards.....                     | 10-11 |
| President’s Award for Educational Excellence.....     | 12    |
| Athletic Eligibility .....                            | 12    |
| High School Assessments.....                          | 12-13 |
| Assessment Instruments – College Bound Students ..... | 13-14 |
| Selecting an Area of Concentration .....              | 14    |
| Public Notification.....                              | 15    |

## COURSE DESCRIPTIONS

|  |       |
|--|-------|
| Career and Technical Education Department..... | 16-25 |
| Arts Education Department .....                | 25-27 |
| English Department .....                       | 28-30 |
| Health and Physical Education.....             | 30-31 |
| Mathematics Department .....                   | 31-34 |
| Naval Science Department (NJROTC) .....        | 34-35 |
| Science Department.....                        | 36-39 |
| Second Language Department.....                | 39-40 |
| Social Studies Department.....                 | 40-42 |
| Alternate Choices for Course Offerings.....    | 42-43 |
| Career and College Promise.....                | 44    |

## APPENDICES

|   |       |
|---|-------|
| Appendix A - UNC Colleges Minimum Course Requirements ..... | 45    |
| Appendix B - NCDPI High School Endorsements.....            | 46-48 |
| Appendix C - NCAA Eligibility Standards .....               | 49    |
| Appendix D - Driver’s Education .....                       | 50    |
| Appendix E - Future Ready Four-Year High School Plan .....  | 51    |
| Student Services Office Contact Information .....           | 52    |

## **REGISTRATION PROCEDURES**

Registration procedures will be completed in March and April. Courses are to be selected for the next full year. Course selections will be final decisions unless a course must be repeated. When course conflicts occur in scheduling, students will be enrolled in an alternate course.

**There will be a Drop/Add period scheduled during the summer for five days only. Parents and students will be notified of the specific dates at a later time.**

**Please follow these steps as you use this curriculum bulletin:**

1. Study the general information given to determine the courses needed for graduation, Diploma Endorsements, NC Scholars recognition, or college admission.
2. Select courses based on the course descriptions and the list of course offerings (Note: Don't forget to review the pre-requisites and grade levels for each course selected.)
3. Consult the school counselor whenever you have questions.
4. Use the Four-Year Plan found in the Appendix as a draft to plan your course work. Do not forget to include the Concentration and electives.
5. Teacher recommendation or approval may be required for some courses.

### **Other Important Points to Consider When Registering**

- ✓ All students must register for **8 courses** (or equivalent) **plus 3 alternate courses** for elective courses. When course conflicts occur in scheduling, students will be enrolled in an alternate course they have chosen.
- ✓ Students will choose courses for **both** semesters. In August, students will receive their schedules for the full year. There will be an opportunity for drop/add prior to the beginning of the school year. This is the only opportunity to change courses for the entire school year (first **and** second semester). **There will not be another drop/add opportunity at the end of first semester.**

### **Block Scheduling**

Under the block scheduling guidelines, students register for eight courses each year. Students are enrolled in four classes each day. Each course is one semester in length and students receive a full course credit at the end of each semester for each course passed. Students have the opportunity to earn eight units of credit each year for a total of 32 credits over a four-year period.

## **FEES**

STUDENTS TAKING THE FOLLOWING COURSE(S) WILL PAY APPLICABLE FEES TO THE APPROPRIATE TEACHER.\*\*

| <u>Course</u>               | <u>Fee</u> | <u>Course</u>         | <u>Fee</u> |
|-----------------------------|------------|-----------------------|------------|
| Art                         | 10.00      | AP Courses with a Lab | 18.00      |
| Biology                     | 5.00       | Physical Ed (Health)  | 3.00       |
| Chemistry                   | 5.00       | PE Uniform            | 7.00       |
| Chorus                      | 8.00       | Physical Science      | 5.00       |
| Earth/Environmental Science | 5.00       | Physics               | 5.00       |
| Marine Biology              | 5.00       | ROTC                  | 30.00      |

**Note:** These fees are subject to change.

**ALL STUDENTS PARTICIPATING IN ANY ATHLETIC PROGRAM, AGRICULTURE COURSES, CONSTRUCTION TECHNOLOGY, FAMILY AND CONSUMER SCIENCE COURSES, HEALTH OCCUPATIONS COURSES, OR PHYSICAL EDUCATION COURSES MUST BE COVERED BY SCHOOL INSURANCE OR PROVIDE PROOF OF INSURANCE.**

Additional fees for workbooks, lab manuals, instruments, and materials necessary for student participation will be suggested in some classes on an optional basis.

**All students will be charged a laptop insurance fee of \$15.00 annually.**

**\*\*FEES NOTE:** No student shall be denied enrollment in any course because he/she is financially unable to pay the course fee. Economically disadvantaged students may apply for and receive a **waiver of fees** if their family's income qualifies them for economic assistance. **Waiver of Fee form may be obtained from the bookkeeper. Complete the form and return to the bookkeeper within four weeks of the student's first day of class.**

## **GRADUATION REQUIREMENTS**

**Students shall meet the following requirements to receive a North Carolina high school diploma:**

1. Complete requirements in Future Ready Core Course of study.
2. Successful completion of a minimum of twenty-eight (28) units of credit earned in Grades 9-12. See the “High School Graduation Requirements” chart on the following pages.

## **EARLY JUNIOR GRADUATION**

Students who have met requirements to graduate at the end of their junior year must submit a form to be reviewed by the principal during the spring of their sophomore year (see School Counselor to discuss this matter). If this procedure is not followed, the request may be denied for early graduation. Intent forms will be forwarded to the Superintendent and reviewed by both the Superintendent and the School Board.

Juniors must show satisfactory mastery of high school academic skills and concepts; take courses through the regular school program and meet all of the necessary requirements for graduation. Junior graduates will be allowed to participate in senior fall activities if they have completed at least 20 credits by the end of their sophomore year. Early junior graduates may participate in end-of-year graduation exercises and other spring semester activities (prom, awards ceremony, graduation practice, etc.). Students and parents should make arrangements for senior pictures the summer prior to graduation.

**Note: All fees must be paid before a student will be allowed to receive his/her diploma.**

## **JANUARY GRADUATION**

A student must show satisfactory mastery of high school academic skills and concepts; take courses through the regular school program and meet all of the necessary requirements for graduation. Students who have met requirements to graduate in January must submit a form to be reviewed by the principal and school counselor during the spring of their junior year (see School Counselor to discuss this matter). If this procedure is not followed, the request may be denied for mid-year graduation. January graduates may participate in end-of-year-graduation exercises and other spring semester activities (prom, awards ceremony, graduation practice, etc.). The student will be responsible for obtaining information concerning senior activities and for related cost. The school will not send individual mailings.

**Note: All fees must be paid before a student will be allowed to receive his/her diploma.**

## **PROMOTION REQUIREMENTS**

Promotion requirements are determined by the Pamlico County Board of Education:

**Promotion to Freshman Class (9<sup>th</sup> Grade)**

Satisfactory completion of local requirements.

**Promotion to Sophomore Class (10<sup>th</sup> Grade)**

Satisfactory completion of at least six (6) credits including English I.

**Promotion to Junior Class (11<sup>th</sup> Grade)**

Satisfactory completion of at least thirteen (13) credits including English I and II.

**Promotion to Senior Class (12<sup>th</sup> Grade)**

Satisfactory completion of at least twenty (20) credits including English I, English II, and English III.

**Graduation**

Satisfactory completion of at least twenty-eight (28) credits and designated End of Course/NC Final exams including all coursework required by the North Carolina Department of Public Instruction and Pamlico County Schools.

## **High School Graduation Requirements**

To be sure you are on track, remember that every high school student must meet course and credit requirements, End-of-Course test requirements and local requirements. Your school counselor is available to answer any questions you may have about what you need to reach your goals of high school graduation. The course and credit requirements are listed in the chart below.

| <b>Students Entering Grade 9 between 2014-2015 and 2019-2020<br/>Two Courses of Study Leading to One Diploma</b> |   |  |
|--|---|--|
| <b>Content Area</b>  | <b>FUTURE READY CORE<br/>Course of Study Requirements</b>   | <b>FUTURE READY OCCUPATIONAL<br/>Course of Study Requirements</b>  |
| English  | 4 Credits<br>I, II, III, IV or a designated combination of 4 courses  | 4 Credits<br>OCS English I, II, III, IV  |
| Mathematics  | 4 Credits<br>Integrated Math I, II, III<br>4 <sup>th</sup> Math Course to be aligned with student's post high school plans<br>(A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy. Please see your school counselor for more details.) | 3 Credits<br>OCS Introduction to Mathematics<br>OCS Math I<br>OCS Financial Management                                   |
| Science  | 3 Credits<br>A physical science course, Biology and Earth/Environmental Science   | 2 Credits<br>OCS Applied Science<br>OCS Biology  |
| Social Studies   | 4 Credits<br>Civics & Economics<br>World History<br>American History I & American History II OR AP US History**<br>**additional social studies course   | 2 Credits<br>OCS Social Studies I<br>(Government/US History)<br>OCS Social Studies II<br>(Self-Advocacy/Problem Solving) |
| World Languages  | Not required for high school graduation. A 2-credit minimum is required for admission to a university in the UNC System   | Not required.  |
| Health & PE  | 1 Credit<br>Health & Physical Education   | 1 Credit<br>Health & Physical Education  |

| Content Area   | FUTURE READY CORE<br>Course of Study Requirements  | FUTURE READY OCCUPATIONAL<br>Course of Study Requirements   |
|--|--|---|
| Electives or other requirements***                       | 6 Credits required<br>2 elective credits <ul style="list-style-type: none"> <li>- Career &amp; Technical Education (CTE)</li> <li>- Arts Education</li> <li>- World Languages</li> </ul> 4 elective credits <ul style="list-style-type: none"> <li>- Career and Technical Education (CTE)****</li> <li>- JROTC</li> <li>- Arts Education</li> <li>- Any other subject area (including core courses)</li> </ul> | 6 Credits<br>Occupational Preparation<br>OCS Preparation I, II, III, IV*****<br>Elective credits/completion of IEP objectives/career portfolio required |
| Career/Technical Education                               |  | 4 Credits<br>Career/Technical Education Electives   |
| Arts Education (Dance, Music, Theater Arts, Visual Arts) |  | Recommended:<br>At least one credit in an arts discipline and/or requirement by local decision  |
| Total  | 22 Credits plus any local requirements   | 22 Credits plus any local requirements  |

\*\* A student who takes AP US History instead of taking American History I and American History II must also take an additional social studies course to meet the four course requirement.

\*\*\* Examples of electives include CTE, Arts, JROTC and other courses that are of interest to the student.

\*\*\*\* For more information of CTE pathways that meet requirements for selected courses of study, refer to the CTE pathway descriptions located at <http://www.dpi.nc.gov/districts-schools/classroom-resources/career-and-technical-education/pathway-sectors>

\*\*\*\*\* Completion of 300 hours of school-based training, 240 hours of community-based training and 360 hours of paid employment



## **GRADE POINT AVERAGE AND CLASS RANK**

At Pamlico County High School, students' grade point averages (GPA) and class ranks are calculated in Power School. The first ranking is calculated after first semester of the freshman year. Thereafter, students' grade point averages and class ranks are recalculated twice a year--at the end of first semester and at the end of the year. The course weights are referenced in the tables below:

### **QUALITY POINTS**

The standardized transcript will use a 4.0 scale broken down as follows for **Academic** courses:

|                |           |
|----------------|-----------|
| 90 – 100 = 4.0 | WF = 0.0  |
| 80 – 89 = 3.0  | FF = 0.0  |
| 70 – 79 = 2.0  | WP = 0.0  |
| 60 – 69 = 1.0  | INC = 0.0 |
| ≤ 59 = 0.0     | P = 0.0   |

The standardized transcript will use a 4.0 scale broken down as follows for **Honors courses** for 9<sup>th</sup> grade:

|                |           |
|----------------|-----------|
| 90 – 100 = 4.5 | WF = 0.0  |
| 80 – 89 = 3.5  | FF = 0.0  |
| 70 – 79 = 2.5  | WP = 0.0  |
| 60 – 69 = 1.5  | INC = 0.0 |
| ≤ 59 = 0.0     | P = 0.0   |

The standardized transcript will use a 4.0 scale broken down as follows for **AP courses** for 9<sup>th</sup> grade:

|                |           |
|----------------|-----------|
| 90 – 100 = 5.0 | WF = 0.0  |
| 80 – 89 = 4.0  | FF = 0.0  |
| 70 – 79 = 3.0  | WP = 0.0  |
| 60 – 69 = 2.0  | INC = 0.0 |
| ≤ 59 = 0.0     | P = 0.0   |

**\*Note – All courses taken at the community college will still receive one weighted point, regardless of when the student began school.**

Pamlico County Schools will use a weighted GPA to determine students' class ranks. The weighted GPA will be used to determine Beta Club membership, Honor Roll, and Principal's List.

## **GRADUATION HONORS AND AWARDS**

The Pamlico County High School Class of 2018-19, and all classes thereafter, will graduate with the Latin System of Recognition. The Latin System uses Cum Laude, Magna Cum Laude, and Summa Cum Laude as its criterion reference for determining acknowledgement of a student's academic excellence. The Latin System promotes healthy academic competition and collegiality and motivates all students to seek their highest level of academic recognition. The Valedictorian and Salutatorian System will continue for the 2017-18, 2018-19, and 2019-20 graduating classes. The Class of 2020-21 and beyond will graduate with the Latin System of Recognition only.

Under the Latin System, an individual student earns recognition that is associated with the weighted GPA for each of the criteria listed as:

Cum Laude 4.0- 4.25 GPA

Magna Cum Laude 4.26 – 4.49 GPA

Summa Cum Laude 4.5 GPA or greater

This system is not retroactive. All prior graduating classes remain under the Valedictorian and Salutatorian System.

### **Honor Graduates**

A student must maintain an unweighted GPA of 3.25 or higher through the end of their senior year to be an honor graduate. Initial determination of Honor Graduate status, for the purpose of awards, will be made at the end of the 2<sup>nd</sup> grading period. Final calculations will be made at the end of the 4<sup>th</sup> grading period, in order to verify that Honor Graduate qualifications have been met for graduation. Other students earning honor graduate status by the end of their senior year may be notified prior to graduation but will not be recognized at Awards Night, nor will their names appear on the commencement program due to advanced preparation for these events.

### **Marshals**

The top 10 percent of students in the junior class will serve as Graduation Marshals each year. Using the weighted GPA scale, computation for marshals will be made at the end of the first semester of the junior year. The highest ranked weighted GPA in the junior class will be designated Chief Marshal with the second highest weighted GPA being designated the Assistant Chief Marshal. Ties are broken by using the unweighted Grade Point Average. In cases where students have identical unweighted Grade Point Averages, more than 10 percent of juniors may serve as marshals or alternates.

### **BETA Club**

Students in the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades must have a weighted GPA of 3.65 or higher at the time of computation to be considered for induction. Other factors considered for induction are service to the school and community, character, and leadership. Students must have attended their high school for one full semester prior to being considered for induction. New members are considered for membership following the third grading period of each academic year. A student must

maintain a weighted GPA of 3.65 or higher, participate in chapter and individual service projects, and maintain a clean discipline record in order to maintain membership in Beta Club.

### **National Technical Honor Society**

Induction in the National Technical Honor Society is available to students who excel in Career and Technical Education courses. Other factors considered for induction are service to the school and community, character, attendance, and disciplinary records. New members are inducted each academic school year.

### **North Carolina Academic Scholars Endorsement**

Students who complete the requirements for a well-balanced, challenging high school program will be named North Carolina Scholars and receive special recognition. Students must have a cumulative unweighted GPA of at least 3.5 in addition to the following course requirements:

|                      |   |           |
|----------------------|---|-----------|
| English              | English I, II, III, and IV  | 4 credits |
| Mathematics          | NC Math 1, NC Math 2, NC Math 3, and a higher level math course with NC Math 3 as a prerequisite  | 4 credits |
| Science              | Earth/Environmental Science, Biology and either Chemistry or Physics  | 3 credits |
| Social Studies       | World History, American History: The Founding Principles, Civics, and Economics, American History I, and American History II  | 4 credits |
| Second Language      | Two units of a world language, other than English (for the UNC system)  | 2 credits |
| Healthful Living     | Health and Physical Education   | 1 credit  |
| Electives            | Four elective credits in any one subject area, such as: Career and Technical Education (CTE), JROTC, Arts Education, World Languages, or in another content area                    | 4 credits |
| Higher Level Courses | At least three higher-level course taken during junior and/or senior years which carry quality points such as: Honors level courses, Advanced Placement, Dual Enrollment or college | 3 credits |

|  |   |  |
|--|---|--|
|  | equivalent course, Advanced CTE and CTE credentialing courses, or Project Lead the Way courses. |  |
|--|---|--|

**PRESIDENT'S AWARD FOR EDUCATIONAL EXCELLENCE**

To be eligible to receive this award at the end of the twelfth grade, a senior must have a 3.5 weighted GPA and score at the 85th percentile or higher on the national level in math or verbal (reading) on either the SAT or the ACT.

**ATHLETIC ELIGIBILITY**

In order for a student to participate on any athletic team at Pamlico County High School, he/she must have passed 3 subjects the previous semester, meet requirements for promotion and meet local attendance policy requirements. Eighth graders who are **promoted** to ninth grade will be eligible to participate in high school sports for the first semester.

Student athletes should see their coaches or the PCHS Athletic Director for NCAA Freshman Eligibility Standards. **Special Note:** *All student-athletes must register with the NCAA Initial-Eligibility Clearinghouse if they are planning to participate in college level sports. Register at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).*

**HIGH SCHOOL ASSESSMENTS**

**End-of-Course Tests and Final Exams**

All courses require a state **End-of-Course Test or a final exam** that will count as 20% of the student's final grade. Students must take the end-of-course test or final exam **and** earn a passing final grade in order to receive credit for the course.

## **ASSESSMENT INSTRUMENTS-COLLEGE-BOUND STUDENTS**

Colleges and universities in North Carolina and across the United States utilize two assessment instruments when making admissions decisions. These instruments are the ACT and the SAT. At a minimum, all university-bound students should take each test twice. Please contact your school counselor for more individualized advice on when to test. Students who receive free or reduced lunch qualify for two fee waivers for each test. These waivers are available from your school counselor.

### **ACT**

The **ACT** consists of tests in five areas: English, Mathematics, Reading, Science Reasoning, and Writing. The **ACT** will be administered free of charge to all 11<sup>th</sup> graders at Pamlico County High School. The results of this test can be used in the college admission process and can also be used to determine if students are qualified to take college courses while in high school. For these reasons, it is very important for students to prepare for the test and to do their best. Students may register to take additional **ACTs** but will have to pay or submit a fee waiver for subsequent tests. Test registration and free study materials are available at [www.actstudent.org](http://www.actstudent.org).

**PRE-ACT** is the assessment that is given to each 10<sup>th</sup> grader at PCHS free of charge. It is a great way to prepare for the ACT. The same core areas that are tested on the ACT are tested on the **PRE-ACT** except for the writing section. These scores cannot be used for college admission purposes but can be used to determine if students are qualified to take college courses while in high school.

### **SAT**

The **SAT** is also used for college admission decisions. It includes sections on critical reading, math, and writing. The critical reading sections measure extended reasoning, literal comprehension, and vocabulary. The math sections measure arithmetic, algebra and geometry skills. The writing sections consist of one short essay and multiple choice questions related to improving sentences and paragraphs. The **SAT** is administered multiple times during the school year at various locations across North Carolina. Students must create an account and register to take the test at [www.collegeboard.com](http://www.collegeboard.com). Free test preparation materials are available on this site as well.

### **Preliminary Scholastic Aptitude Test/ National Merit Scholarship Qualifying Test (PSAT/NMSQT)**

The **PSAT** (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) is a multiple-choice test of developed verbal and mathematical abilities generally associated with academic performance in college. All juniors will be given the **PSAT** in October free of charge. The **PSAT** is used to familiarize students with the **SAT** and to provide diagnostic information in an effort to enhance students' performance on the **SAT**. Tenth graders who want to test can register also but will be charged the standard test fee. PSAT scores cannot be used for college admission decisions but can be used to determine if a student is qualified to take college courses while in high school.

## **WorkKeys**

North Carolina will administer the WorkKeys assessment to all 12<sup>th</sup> grade public school students who are identified as Career and Technical Education (CTE) concentrators. WorkKeys is part of the state's accountability model and will provide information about students' career readiness skills. A concentrator is a student who has earned four or more technical credits in a pathway or cluster, at least one of which is at the second level. A student can become a concentrator at any grade level, but for the purpose of WorkKeys testing, the state will focus on senior concentrators. The assessment will consist of Reading for Information, Applied Mathematics, and Locating Information. Employers can use certificates from WorkKeys to determine job placement.

### ***SELECTING AN AREA OF CONCENTRATION***

A high school program builds a foundation for a successful career. Students should carefully consider their future interest as they plan their high school course of study. It is encouraged that you utilize the following link to help decide on an area of concentration. Each area contains a list of suggested high school electives followed by related post-secondary programs for additional preparation. The areas of concentration offered may vary and may include:

- ◆ AP Courses
- ◆ The ARTS (Band, Vocal Music, Visual Arts)
- ◆ JROTC
- ◆ Career & Technical Education Courses (CTE)

<https://www.dpi.nc.gov/districts-schools/classroom-resources/career-and-technical-education>

## **PUBLIC NOTIFICATION**

*Pamlico County Schools offers a comprehensive career and technical education program for students in middle and high schools. Course are offered in Agricultural Education; Business and Information Technology Education; Career Development; Family and Consumer Sciences Education; Health Occupations; Middle Grades Education; and Trade and Industrial Education. All programs may not be offered at the middle school.*

*The mission of career and technical education programs in Pamlico County Schools is to empower students for effective participation in a global economy as world-class workers and citizens.*

*It is the policy of the Pamlico County Public School Systems not to discriminate on the basis of race, ethnic origin, sex, or disability in its educational programs, activities, or employment policies as required by Title IX of the 1972 Education Amendments, Section 504 of the Rehabilitation Act of 1973, and Title II of the 1990 Americans with Disabilities Act (ADA).*

*Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of gender.*

*Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability (ies).*

*This notice has been made with reference to Federal Register dated March 21, 1979, Volume 44, Number 56.*

*If anyone wants to make a complaint regarding discrimination based on any of these Acts, contact at Pamlico County Schools, 507 Anderson Drive, Bayboro, N. C. 28515 (252-745-4171).*

## **NOTIFICACION PUBLICA**

*Las Escuelas del Condado de Pamlico ofrecen un programa integral de formación técnica para estudiantes en los cursos de secundaria y preparatoria. Los cursos se ofrecen en Educación Agrícola; Educación en Información de le Tecnología y Negocios: Desarrollo Profesional, Educación en las Ciencias de la Familia y el Consumidor, Ocupaciones de la Salud, Educación para los Niveles de Secundaria y Educación en Industria y Comercio. Algunos programas no se ofrecen en los niveles d secundaria.*

*La misión de los programas de formación técnica en las Escuelas del Condado de Pamlico busca fortalecer la capacidad de los estudiantes para que puedan participar efectivamente en una economía global como trabajadores y ciudadanos del mundo.*

*Es política del Sistema Escolar Publico del Condado de Pamlico no discriminar por motivo de raza, origen étnico, sexo o impedimento en sus programas educativos, actividades o políticas de empleo como lo requiere el Título 9 de la Enmienda Educativa de 1972, Sección 504 de la Ley de 1973, y el título II de las Ley de los Estadounidenses con Discapacidades de 1990. (ADA, por sus siglas en ingles)*

*El Título IX de la Enmienda a la Educación de 1972 prohíbe la discriminación por sexo.*

*Sección 504 de la Ley de 1973 prohíbe la discriminación por impedimento(s).*

*Este aviso se hace con referencia al Registro Federal con fecha 21 de marzo de 1979, Volumen 44, Número 56.*

## **Career & Technical Course Descriptions**

### **Microsoft ITA: Word & PowerPoint**

Credit - one unit

Grades 9, 10, 11, 12

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

<http://www.microsoft.com/learning/en/us/certifications/mos.aspx>.

### **Microsoft ITA: Excel and Access (H)**

Credit - one unit

Grades 9, 10, 11, 12

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

<http://www.microsoft.com/learning/en/us/certifications/mos.aspx>

### **Computer Science Principles I**

Credit - one unit

Grades 9, 10, 11, 12

**Course Description:** An introduction to the principles of computer science including the history, social implications, great principles, and future of computing; applications that have changed the world; how computing empowers discovery and progress in other fields. Relevance of computing to the student and society will be emphasized. Students will learn the joy of programming a computer using a friendly, graphical language.



### **CTE Advanced Studies**

Credit – one unit

Grades 11, 12

Prerequisite – at least two technical credits in a Career Cluster

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

### **Animal Science I**

Credit – one unit

Grades 9, 10, 11, 12

**Course Description:** This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

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

Credit – one unit

Grades 9, 10, 11, 12

Prerequisite: Animal Science I

**Course Description:** This course provides instruction on animal husbandry topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category will be covered through this course. Opportunities for students to gain hands-on experience will be included in the course and reinforced through work-based learning and leadership experiences.

### **Agriscience Applications**

Credit – one unit

Grades 9, 10, 11, 12

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

### **Sustainable Ag Production I**

Credit – one unit

Grades 9, 10, 11, 12

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

\*Note: Course enrollment limited to 20 to ensure safety in laboratory settings

### **Sustainable Ag Production II**

Credit – one unit

Grades 9, 10, 11, 12

**Course Description:** This course further investigates food production through practice and application of principles and knowledge established in Sustainable Agriculture Production I. An emphasis on proven methods employed to sustain a growing population are woven into all facets of the course. Students gain knowledge of 21<sup>st</sup> century agriculture through further exploration of renewable energy, precision agriculture, biotechnology, and breeding programs. Students discover cultivation of bees, aquaponics, mushrooms, vermicomposting and commodities of their choice while applying food safety and industry standards for sustainable production. Students also acquire foundations of leadership, business and marketing principles necessary for competitive sustainable agricultural companies and individuals in the workforce are also reinforced in this course. English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, internship, mentorship, school-based enterprise, job shadowing and supervised agricultural experience. FFA competitive events, community service and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

\*Note: Course enrollment limited to 20 to ensure safety in laboratory settings

### **Agricultural Mechanics I**

Credit - one unit

Grades 9, 10, 11

**Course Description:** This course develops knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day-to-day problems and repair needs they will encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, basic metal working, basic agricultural construction skills related to plumbing, concrete, carpentry, basic welding, and leadership development. English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, mentorship, school-based enterprise, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

\*Note: Course enrollment limited to 20 students to ensure safety in laboratory settings

### **Agricultural Mechanics II**

Credit - one unit

Grades

10, 11, 12

Prerequisite - Agricultural Mechanics I

**Course Description:** In this course, the topics of instruction emphasized are non-metallic agricultural fabrication techniques, metal fabrication technology, safe tool and equipment use, human resource development, hot/cold metal working skills and technology, advanced welding and metal cutting skills, working

with plastics, and advanced career exploration/decision making. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Agricultural Mechanics II (H)**

Credit - one unit

Grades 10, 11, 12

Prerequisite - Agricultural Mechanics I

**Course Description:** In this course, the topics of instruction emphasized are non-metallic agricultural fabrication techniques, metal fabrication technology, safe tool and equipment use, human resource development, hot/cold metal working skills and technology, advanced welding and metal cutting skills, working with plastics, and advanced career exploration/decision-making. English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. The honors version of this course covers the material in greater complexity and acceleration. Students will be required to demonstrate their learning through performances, presentations, demonstrations, applications, processes, and products.

\*Note: Course enrollment limited to 20 students to ensure safety in laboratory settings

### **Horticulture I**

Credit - one unit

Grades 9, 10, 11, 12

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

### **Horticulture II**

Credit - one unit

Grades 10, 11, 12

Prerequisite - Horticulture I

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

### **Horticulture I (H)**

Credit - one unit

Grades 9, 10, 11, 12

**Course Description:** Course is designed to expand scientific knowledge and skills in horticulture and provide more advanced computation and communication skills needed in the horticulture industry. Topics include greenhouse plant production, watering systems, light effects, landscape design, lawn and turf grass management, career planning, and leadership and personal development.

### **Horticulture II (H)**

Credit - one unit

Grades 10, 11, 12

Prerequisite – Horticulture I (H)

**Course Description:** This course covers instruction that expands the scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf-grass management, and personal development. English language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. The honors version of this course covers the material in greater complexity and acceleration. Students will be required to demonstrate their learning through performances, presentations, demonstrations, applications, processes, and products.

**+ All students are expected to join Future Farmers of America.**

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

Credit – one unit

Grades 9, 10, 11, 12

**Course Description:** This course examines life literacy skills; individual, family, and community systems; and core functions of the human services field. Emphasis is placed on human development, professional skills, diversity, analyzing community issues, life management, and human ecology. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing. English/language arts, social studies, mathematics, science, technology, interpersonal relationships are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Parenting and Child Development**

Credit - one unit

Grades 10, 11, 12

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

### **Counseling and Mental Health I**

Credit - one unit

Grades 10, 11, 12

**Course Description:** This course is designed to introduce students to the counseling and mental health field through understanding how to create healthy, respectful, and caring relationships across the life span. Emphasis is placed on understanding mental health, family and friend dynamics, effective communication, and healthy intrapersonal and interpersonal relationships. English/language arts, social studies, and technology are reinforced.

### **Counseling and Mental Health II**

Credit - one unit

Grades 10, 11, 12

Prerequisite – Counseling and Mental Health I

**Course Description:** Students will gain a deeper understanding for the counseling and mental health field and factors that affect mental health. Emphasis is placed on understanding the human brain and psyche, theories of development, mental disorders, treatment options, and teen violence issues. Activities engage students in exploring various counseling and mental health careers, while building essential life literacy skills they can apply in their own lives to achieve optimal wellbeing. English/language arts, social studies, science, technology, interpersonal relationships are reinforced.

### **Culinary Arts and Hospitality I**

Credit - one unit

Grades 9, 10, 11,12

**Course Description:** This course introduces 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.

### **Health Science I**

Credit - one unit

Grades 9, 10, 11, 12

**Course Description:** This course focuses on human anatomy, physiology, human body diseases and disorders, medical mathematics and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. *Students must complete a minimum of 50 hours of community service as approved by the instructor.* Students must achieve a proficiency of 70 in the course to advance to Health Science II. Future Health Professionals (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

\*Note: Enrollment limit is 20 students per section

### **Health Science II (Honors available)**

Credit – one unit

Grades 10, 11, 12

Prerequisite – Health Science I

Co-requisite – OSHA-10 General Industry (Healthcare) certification, CPR/FA/AED Healthcare Provider, Stop The Bleed certification, updated immunizations

**Course Description:** This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including, but not limited to, current CPR and first aid training. *Students must complete a minimum of 100 hours of community service as approved by the instructor and a portfolio.* Eastern AHEC Youth Health Service Corp training. Students must achieve a proficiency of 70 in the course to advance to either Nursing Fundamental or Public Health Fundamentals.

Future Health Professionals (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

\*Note: Enrollment limit is 20 students per section

### **Public Health Fundamentals**

Credit - one unit

Grades 11, 12

Prerequisite – Health Science I and Health Science II; updated immunizations

Co-requisite – CPR/FA/AED Healthcare Provider, Stop The Bleed certification

**Course Description:** This course is designed to assist future healthcare professionals understand the unique challenges and strategies involved in healthcare delivery in a less controlled environment outside traditional facilities and without traditional in-house supervision. Medical industry and healthcare regulating agencies agree that the home is the best setting for providing health care to increasing numbers of critically ill patients needing very high tech and skilled care. Healthcare professionals without the ability to function outside traditional facilities will be ill prepared to meet current healthcare industry needs. Upon completion of the course requirements, students will become eligible for a “Home Health Aide” endorsement on the NC Nurse Aide I Registry if, within two years of successful completion of PHF, the completer is listed as a Nurse Aide I on the NC Nurse Aid I Registry. This is in partnership with the Division of Health Service Regulation, Health Care Personnel Registry and the Center for Aide Regulation and Education. *Students must complete a minimum of 50 hours of community service as approved by the instructor.* Students must achieve a proficiency of 70 in the course to advance to Nursing Fundamentals. Future Health Professionals (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

\*Note: Enrollment limit is 20 students per section

### **Pharmacy Technician (Honors Available)**

Credit - one unit

Grades 11, 12

Prerequisite – Health Science I and II, updated immunizations

Co-requisite – CPR/FA/AED Healthcare Provider, Stop The Bleed certification, criminal history background check, drug screening, medical examination

**Course Description:** This course is designed as a self-paced, on-line instruction designed to prepare students for a pharmacy technician career. Topics included in this course are federal law, medication used in major body systems, calculations, and pharmacy operations. Students must maintain an average of 85 to become eligible to sit for the Pharmacy Technician Certification board (PTCB). The work-based learning strategy appropriate for this course is a minimum of 90 hour clinical internship in a local pharmacy setting. A drug and criminal background check for Pharmacy Technician students will be conducted according to the policies of the clinical internship facilities. Students must complete a minimum of 50 hours of community service as approved by the instructor. HOSA-Future Health Professionals competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

\*Note: Enrollment limit is 20 students per section

### **Nursing Fundamentals (Honors available)**

Credit – two units

Grades 11, 12

Prerequisite – Health Science I and Health Science II, updated immunizations

Co-requisite – CPR/FA/AED Healthcare Provider certification, criminal history background check, drug screening, medical examination

**Course Description:** 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](#).

Students must maintain a minimal grade of 85 to be eligible to sit for the NNAAP certification examination. The work-based learning strategy appropriate for this course is a minimum of 90 hour clinical internship where student interns deliver health care in local hospitals, medical/dental/veterinarian offices, long term care/assisted living facilities, wellness centers, pharmacies, etc. **A drug and criminal background check for Nursing Fundamentals students may be conducted according to the policies of the clinical internship facilities.** *Students must complete a minimum of 50 hours of community service as approved by the instructor.* Students must achieve a proficiency of 70 in the course to advance to Public Health Fundamentals. Future Health Professionals (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

\*Note: Enrollment limit is 10 students per section.

### **Core and Sustainable Construction**

Credit - one unit

Grades 9, 10, 11, 12

**Course Description:** 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, and introduction to blueprints, material handling, basic communication skills, basic employability skills, and “Your Role in the Green Environment”. The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship and job shadowing. This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

\*Note: A maximum enrollment of 20 is recommended due to potentially hazardous processes and equipment

### **Carpentry I**

Credit - one unit

Grades 9, 10, 11, 12

Prerequisite – Core and Sustainable Construction

**Course Description:** This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Math II is recommended as preparation for this course.

\*Note: A maximum enrollment of 20 is recommended due to potentially hazardous processes and equipment

### **Carpentry II**

Credit - one unit

Grades 10, 11, 12

Prerequisite – Carpentry I

**Course Description:** This course covers additional technical aspects of carpentry with emphasis on development of intermediate skills. Topics include floor systems, wall and ceiling framing, roof framing, introductions to concrete, reinforcing materials and forms, windows and exterior doors, and basic stair layout. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service and leadership activities provide the opportunity to apply essential

standards and workplace readiness skills through authentic experiences. Successful completion of Math II is a recommended prerequisite.

\*Note: A maximum enrollment of 20 is recommended due to potentially hazardous processes and equipment

### **Carpentry III**

Credit - one unit

Grades 11, 12

Prerequisite – Carpentry II

**Course Description:** This course develops advanced technical aspects of carpentry with emphasis on development of skills. The course content includes roofing applications, thermal and moisture protection, exterior finishing, cold formed steel framing and drywall installations. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Math II is recommended as preparation for this course.

\*Note: A maximum enrollment of 20 is recommended due to potentially hazardous processes and equipment

### **Drafting I**

Credit - one unit

Grades 10, 11, 12

**Course Description:** This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas, concepts and trends found in the areas of architecture, manufacturing, engineering, science, mathematics, sketching and computer-assisted design (CAD) skills and techniques. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

### **Drafting – Engineering II (H)**

Credit - one unit

Grades 10, 11, 12

Prerequisite - Drafting I

**Course Description:** This course focuses on engineering graphics introducing the student to symbol libraries, industry standards, and sectioning techniques. Topics include coordinate systems, principles of machine processes and gearing, and the construction of 3-D wireframe models using computer assisted design (CAD). English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. The honors version of this course covers the material in greater complexity and acceleration. Students will be required to demonstrate their learning through performances, presentations, demonstrations, applications, processes and products.

### **Drafting – Engineering III (H)**

Credit - one unit

Grades 11, 12

Prerequisite - Honors Drafting – Engineering II (H)

**Course Description:** This course introduces the student to advanced engineering concepts using computer assisted design (CAD) tools. Topics studied include descriptive geometry, geometric tolerancing, and advanced engineering design concepts such as surface and solid modeling. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Math II is recommended as preparation for this course. The honors version of



this course covers the material in greater complexity and acceleration. Students will be required to demonstrate their learning through performances, presentations, demonstrations, applications, processes and products.

### **Drone Technology**

Credit – one unit

Grades 10, 11, 12

Prerequisite: student will need to be age 16 before the end of the term

This course is designed to provide students basic information about the drone industry to gain an understanding of careers and skills in this field. FAA 14 CFR part 107 (The Small UAS Rule), officially known as “Part 107 Remote Pilot Certificate” is covered. The Small UAS rule adds a new part 107 to Title 14 Code of Federal Regulations (14 CFR) to allow for routine civil operations of small Unmanned Aircraft Systems (UAS) in the National Airspace System (NAS) and provide safety rules for those operations. This course is also designed for an introduction to basic flight of drones to include manual flight and flight mapping software.

## **Arts Department Course Descriptions**

### **Beginning Marching Band (first semester)**

### **Intermediate Marching Band (first semester)**

### **Proficient Marching Band (first semester)**

### **Advanced Marching Band (first semester)**

Credit - one unit

Grades 9, 10, 11, 12

Prerequisite – Symphonic Band, band in 8<sup>th</sup> grade or band teacher recommendation

**Course Description:** This instrumental music course provides intermediate to advanced musical training to the student on his or her instrument. The course is designed to improve musicianship in all areas of instrumental performance through use of the marching band medium. Students must have proven their desire to work in previous band classes and will be required to attend several activities after school hours. This class performs at football games, parades, and other events. The students who register for band will be screened by the band director and will be notified by the band director if they are selected. There will be a limited number of available slots in percussion. **A 5-DAY SUMMER BAND CAMP IS REQUIRED.**

### **Beginning Symphonic Band (second semester)**

### **Intermediate Symphonic Band (second semester)**

Credit – one unit

Grades: 9, 10, 11, 12

Prerequisite – Marching Band or band teacher recommendation

**Course Description:** Students develop skills in the following areas: (1) elements of music, (2) listening skills, (3) music theory, (4) music history, and (5) instrumental techniques. Students must demonstrate the ability to read music and rhythms. The course is designed to improve musicianship in all areas of instrumental performance through the use of ensemble practice and individual study. **Attendance at performances and a small number of after-school rehearsals is required for credit.**

### **Honors Proficient Symphonic Band (second semester)**

Credit – one unit

Grades 11, 12

Prerequisite: Completion of Beginning Marching or Symphonic Band and Intermediate Marching or Symphonic Band and teacher recommendation.

**Course Description:** Honors Proficient Symphonic Band is a course designed according to the competency goals and objectives of the North Carolina Standard Course of Study to prepare students for more advanced training in instrumental music. Students will be asked to demonstrate advanced proficiency in performance,

conducting, listening, appreciation, history, analyzing, composing, technology, and research. A portfolio, an audition for an honor band, and participation in a chamber ensemble will be required.

### **Honors Advanced Symphonic Band (second semester)**

Credit – one unit

Grades: 11, 12

Prerequisite: Completion of Honors Proficient Symphonic Band and teacher recommendation

**Course Description:** Honors Advanced Symphonic Band is designed as a continuation of Honors Intermediate Symphonic Band according to the competency goals and objectives of the North Carolina Standard Course of Study. Students will be asked to demonstrate a more advanced proficiency in performance, conducting, listening, appreciation, history, analyzing, composing, technology, and research. A portfolio, an audition for an honor band, and participation in a chamber ensemble will be required.

### **Beginning Vocal Music**

Credit - one unit

Grades 9, 10, 11, 12

Fee - \$8.00

**Course Description:** Beginning chorus is offered for students who wish to learn proper vocal techniques, to read choral music, to gain an understanding of musical terms and symbols, to produce quality vocal sounds, and to demonstrate these techniques through performance. This course is a prerequisite for all other Vocal Music courses or Show Choir.

### **Intermediate Vocal Music**

Credit - one unit

Grades 10, 11, 12

Prerequisites – Beginning Vocal Music

Fee - \$8.00

**Course Description:** This Vocal Music course is taught with a more in-depth study of choral precision, with emphasis on developing a comprehensive range of music terminology. Advanced methods of performance will be achieved by the use of technical vocal exercises and a variety of authentic styles in choral literature.

### **Honors Proficient Vocal Music**

Credit - one credit

Grades: 11, 12

Prerequisite – Beginning and Intermediate Vocal Music

Fee - \$8.00

**Course Description:** This course provides additional extensions of the NC Standard Course of Study competency goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Students must maintain a portfolio that contains examples of their work.

### **Honors Advanced Vocal Music**

Credit - one credit

Grades 11, 12

Prerequisite – Beginning and Intermediate Vocal Music

Fee - \$8.00

**Course Description:** This course is an extension of Honors Proficient Vocal Music. Students will continue to maintain a portfolio that contains examples of their work.

### **Beginning Visual Art**

Credit - one unit

Grades 9, 10, 11, 12

Fee - \$10.00

**Course Description:** Beginning Art is an introduction to the world of art. Explore and Create! Paint, Draw, and Design. Personalize your artistic journey. Natural talent is not a requirement. Everyone can enjoy making art! This class can be taken more than once.

### **Intermediate Visual Art**

Credit - one unit

Grades 10, 11, 12

Prerequisite – Beginning Visual Art

Fee - \$10.00

**Course Description:** A continuing exploration of creativity! Paint, Draw, and Design. Personalize your artistic journey. Natural talent is not a requirement. Everyone can enjoy making art! This class can be taken more than once.

### **Proficient Visual Art – Honors level course**

Credit - one unit

Grades 11, 12

Prerequisite – Intermediate Visual Art

Fee - \$10.00

**Course Description:** A continuing exploration of creativity! Personalize your artistic journey. Everyone can enjoy making art! Emphasis is on design principles, drawing techniques and painting skills leading to the development of abilities that are necessary for advanced art courses. Students are given more in depth problems to solve creatively while becoming more adept through a broad exposure to various media. This class can be taken more than once.

### **Advanced Visual Art – Honors level course**

Credit - one unit

Grade 12

Prerequisite – Proficient Visual Art

Fee - \$10.00

**Course Description:** Advanced Art is an upper level course designed for the student to further develop skills and techniques that were introduced in previous drawing and painting courses. This is a desirable course for any student wishing to develop a portfolio for college. Students will be continually encouraged to expand their creative ideas as well as their technical potential. The course will approach drawing and painting utilizing various techniques and materials.

### **Advanced Placement (AP) Art History**

Credit – one unit elective

Grades 10, 11, 12

AP Art History is an introductory college-level art history course. Students cultivate their understanding of art history through analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art making, and understanding purpose and audience in art historical analysis.

### **Theater Arts**

Credit - one unit

Grades 9, 10, 11, 12

**Course Description:** In Theater Arts, students will use movement, voice, writing and performance to communicate ideas and feelings. Designing of technical components like costumes, sets, props, makeup, lighting and sound will also be taught. All students will be required to participate in the performance in some way.

## English Department Course Descriptions

### **English I Fundamentals**

Credit – one unit

Grade 9

**Students enrolled in course from recommendation of 8<sup>th</sup> grade Language Arts teacher.**

### **English I**

Credit – one unit

Grade 9

**Course Description:** English I consists of the interrelated study of language, literature, and composition and includes instruction in the communication skills of reading, writing, speaking, listening, viewing, and thinking. This course is designed to begin the student's preparation for college English. The course includes the study of grammar, composition, and state-approved literature. Students will be introduced to MLA format as well as the research process. The course will require the use of technology and multi-media projects. Students receive intense instruction on vocabulary and reading comprehension skills necessary for success on the PSAT, SAT, and ACT. The course is designed to establish a firm foundation in literary terminology.

### **Honors English I**

Credit – one unit

Grade 9

**Prerequisite –** A final grade of 93 in 8th grade English class or a Level 4 on the 8th Grade North Carolina End of Grade Test of Reading Comprehension.

**Course Description:** This course will meet the needs of the academically advanced student and serve as a foundation for AP English III and AP English IV. English grammar, usage, vocabulary, and composition skills will be stressed in the reading, discussion, analysis, and written responses to literature. Focus in all reading will be on the literary elements and terms and the critical thinking skills needed for the EOC, and SAT and ACT. The course will include an introduction to the research process (MLA format, annotated bibliographies) and will require technology and multi-media projects. **\*Note: SUMMER READING IS REQUIRED. *Advanced Placement and Honors courses will be offered based on the number of students registered and resources available.***

### **English II**

Credit - one unit

Grade 10

**Prerequisite -** English I

**Course Description:** English II continues the interrelated study of language, literature, and composition. The course includes instruction on all communication skills. English II continues the development of communication and thinking skills taught in English I. English II is designed to expose students to perspectives that differ from their own culture, ultimately leading them to a deeper understanding of other cultures and the works that represent them. All students will receive frequent, specific instruction on writing essays. Students receive instruction on vocabulary and reading comprehension skills necessary for success on the PSAT, SAT, and ACT. An introduction to research will also be incorporated. All students must complete a research project/paper, determined by the teacher, which relates to world culture. This research component will greatly aid students with English III's research requirements.

### **Honors English II**

Credit - one unit

Grade 10

**Prerequisite –** A final average of 93 in English I or a final average of 85 in Honors English I.

**Course Description:** This course will meet the needs of the academically advanced student by exposing them to perspectives that differ from their own culture. This ultimately leads them to a deeper understanding of other cultures and the works that represent them. All language skills will be reviewed with special emphasis on vocabulary, paragraph development, and informational writing. Student writing will emphasize the development of effective introductions, transitions, and conclusions. At the completion of Honors English II, students will be able to clearly and effectively analyze and respond to pieces of literature. An introduction to

research will emphasize basic research skills and how to organize students' research into essay format. This introduction to research will serve as a building block for the English III research requirements. **\*Note: SUMMER READING IS REQUIRED. *Advanced Placement and Honors courses will be offered based on the number of students registered and resources available.***

### English III

Credit - one unit

Grade 11

Prerequisite – English I and II

**Course Description:** English III emphasizes the further development and refinement of all communication skills. A major goal of this course is to foster student appreciation of our rich literary heritage. Focus is placed on the understanding and interpretation of American literature in the context of its historical development. American literature is the basis for the curriculum that is planned to reinforce previously learned communication skills. Students receive intense instruction on vocabulary and reading comprehension skills necessary for success on the PSAT, SAT, and ACT. English III provides abundant opportunities for practice in the different forms of discourse, with emphasis on organization, critical thinking, and meaningful expression of ideas. Students develop and apply advanced research skills.

### Honors English III

Credit - one unit

Grade 11

Prerequisite – A final average of 93 in English II or a final average of 85 in Honors English II.

**Course Description:** This course will meet the needs of the academically advanced student and serve as a foundation for Honors English IV and AP English IV. Grammar skills will be reviewed and stressed as needed. Students will write extensively in the narrative, descriptive, and expository modes. Students will explore the general background and development of American literature. Attention will be given to vocabulary and testing skills. Students will also develop and apply advanced research skills. **\*Note: SUMMER READING IS REQUIRED. *Advanced Placement and Honors courses will be offered based on the number of students registered and resources available.***

### English IV

Credit - one unit

Grade 12

**Prerequisites:** English I, II, and III

**Course Description:** English IV emphasizes the student's awareness and usage of the English language. Additional emphasis is placed on the historical influence of literature through a chronological survey of English writers. This course presents numerous opportunities for students to use their refined communication skills to work independently, think critically, and write effectively. Students will be required to complete a research paper.

### Honors English IV

Credit - one unit

Grade 12

**Prerequisites:** A final average of 93 in English III or a final average of 85 or above in Honors English III.

**Course Description:** This course is designed for students with a strong English language background who wish to be in an academically rigorous course. Students will be exposed to a survey of British literature and will refine research skills, culminating in a critical research paper. This course will enhance students' awareness of the relationship between historical events and literature. Novels, short stories, plays, non-fiction selections and poetry will be used to enhance students' understanding of historical development. Also, students will refine their writing skills in order to be further prepared for college writing. The college application process and interviewing skills will be reviewed. **\*Note: SUMMER READING IS REQUIRED. *Advanced Placement and Honors courses will be offered based on the number of students registered and resources available.***

### Yearbook I

Credit - one unit (**Fall Semester only**)

Grades 10, 11, 12

**Prerequisite:** To be eligible for Yearbook I students will need two teacher recommendations and will need to have completed (by the last day of April) a one-page essay describing why they want to be on the yearbook staff and what they hope to contribute to it. All information should be turned in to the yearbook advisor.

**Course Description:** This course concentrates solely on the production of the yearbook. Students will be responsible for creating layouts to be presented in the yearbook. This includes extensive writing of articles and photography to cover various school events. Students will also be responsible for selling advertisements.

**Grades for the first nine weeks will be determined by ad sales.**

### Yearbook II

Credit - one unit (**Spring Semester only**)

Grades 10, 11, 12

**Prerequisite:** Yearbook I + Teacher recommendation

**Course Description:** This course completes the yearbook previously started in Yearbook I. It will also present information on computer graphics. Students will also be producing the Senior Slide Show for presentation to the student body.

## **Health and PE Department Course Descriptions**

**Students enrolled in physical education classes are required to purchase uniforms that must be worn during class. Term papers are required for physical education classes. All students participating in any athletic program or physical education course must provide proof of insurance or be covered by school insurance.**

### Healthful Living

Credit - one unit

Grade 9

Fee - \$10.00

**Course Description:** **This course is a state graduation requirement.** The intent of this course is to help young people make independent, informed decisions regarding their physical, mental, and social well-being. CPR and first aid are taught in this class. **Students are required to dress in physical education uniforms and actively participate in the physical education portion of the course.**

### Fitness/Conditioning

Credit - one unit

Grades 9, 10, 11, 12

Prerequisites – Healthful Living

Fee - \$3.00

**Course Description:** This course is designed to help students become more physically sound through exercise and various conditioning techniques. The purpose of this course is to give students skills that can be utilized after graduation and throughout life. **Uniform dress and active participation are required.**

**Note: No student may be enrolled in more than one physical education class during a semester.**

### Team Sports I

Credit - one unit

Grades 9, 10, 11, 12

Prerequisites – Healthful Living

Fee - \$3.00

**Course Description:** Team Sports is designed to provide students with basic skills, knowledge and fitness in team sports. Sports such as basketball, wrestling, tumbling, volleyball, conditioning/fitness testing, soccer, 4-6

square, and track and field are just some of the activities offered. **Uniform dress and active participation are required.**

**Note: No student may be enrolled in more than one physical education class during a semester.**

### **Team Sports II**

Credit - one unit

Grades 9, 10, 11, 12

Prerequisites – Healthful Living, Team Sports I

Fee - \$3.00

**Course Description:** This course is a follow-up of Team Sports I. **Uniform dress and active participation are required.**

**Note: No student may be enrolled in more than one physical education class during a semester.**

### **Female Physical Conditioning and Weight Training I**

Credit - one unit

Grades 9, 10, 11, 12

Prerequisites – Healthful Living Credit - one unit

Fee - \$3.00

**Course Description:** This course is designed to allow female students a chance to improve physical strength, muscle tone, and muscle size. Students will be taught proper methods of weight lifting as well as different kinds of lifts. Safety and spotting techniques will be stressed. **Uniform dress and active participation are required.**

**Note: No student may be enrolled in more than one physical education class during a semester.**

### **Male Physical Conditioning and Weight Training I**

Credit - one unit

Grades 9, 10, 11, 12

Prerequisites – Healthful Living and approval from Healthful Living teacher

Fee - \$3.00

**Course Description:** This course is designed to allow male students a chance to improve physical strength, muscle tone, and muscle size. Students will be taught proper methods of weight lifting as well as different kinds of lifts. Safety and spotting techniques will be stressed. **Uniform dress and active participation are required.**

**Note: No student may be enrolled in more than one physical education class during a semester.**

### **Advanced Physical Conditioning and Weight Training**

Credit - one unit

Grades 9, 10, 11, 12

Prerequisites – Healthful Living and approval from Healthful Living teacher

Fee - \$3.00

**Course Description:** This course is designed to allow male students a chance to improve physical strength, muscle tone, and muscle size. It will be more rigorous. This course is intended as a follow up to Weight Training I.

**Note: No student may be enrolled in more than one physical education class during a semester.**

## **Mathematics Department Course Descriptions**

### **Foundations of Math I**

Credit - one unit

Grade 9, 10

**Course Description:** Foundations of Math I is designed to assist students in mastering the algebraic skills necessary for success in NC Math I. Students will learn to (1) solve multi-step equations and inequalities using

the basics of algebra; (2) identify relations and functions; (3) find, identify, and interpret the slopes and intercepts of a linear relation; (4) visually determine a line of best fit for a given scatter plot, explain the meaning of the line, and make predictions using the line; (5) collect, organize, analyze, and display data to solve problems. All freshmen who did not take Math I in the 8<sup>th</sup> grade or score a level 5 on the 8<sup>th</sup> grade Math I EOC will be enrolled in this course.

### **Math I**

Credit- one unit

Grades 9, 10, 11, 12

Prerequisite – Foundations of Math I

**Course Description:** This course covers the North Carolina Common Core High School Math One Standards. Students will use and extend the properties of the Real Number System, reason quantitatively and solve equations and inequalities as a process of reasoning. Students will construct and compare linear, quadratic and exponential models to solve problems. Students will solve geometric problems algebraically and will summarize, represent and interpret data.

Through the Math I curriculum, students will begin to build mathematical practices:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

### **Foundations of Math II**

Credit – one unit

Grades 10, 11, 12

Prerequisite – Math I

**Course Description:** Foundations of NC Math II maintains the study of algebraic concepts and develops the study of geometry topics. It is designed for students who need additional preparation before they take NC Math II. Topics studied include: linear functions; coordinate geometry; angles; lines; parallel and perpendicular lines; transformations; congruent triangles; similar triangles; and right triangles. Appropriate technology, from manipulatives to graphing calculators and applications software, will be used regularly for instruction and assessment. This course does not satisfy the fourth year math requirement for the public universities in the UNC System. This course does not meet the NC Community College System's Multiple Measures Policy.

### **Math II**

Credit - one unit (one or two semesters as determined by administration)

Grades 9, 10, 11, 12

Prerequisite – Math I

**Course Description:** Math II continues a progression of the standards established in Math I. In addition to these standards, Math II includes the following: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions. Emphasis is placed on the Common Core Mathematical Practices. Students who are placed in the year-long option will have Foundations of Math II during the first semester.

### **Honors Math II**

Credit - one unit (one semester)

Grades 9, 10, 11, 12

Prerequisite - A minimum grade of 90 in Math I or a Level IV in Math I EOC

**Course Description:** Honors Math II is a more advanced study of the concepts of Math II at an accelerated pace. Students will study points, lines, and planes. Students will apply postulates and theorems in the study of polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry,



probability. Emphasis will be placed on mathematical reasoning skills that incorporate geometric and algebraic applications. These skills will be developed through the application of theorems, research, and projects.

***Advanced Placement and Honors courses will be offered based on the number of students registered and resources available.***

### **Math III**

Credit one unit

Grades 10, 11, 12

Prerequisite – Math II

**Course Description:** Math III 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 following: the complex number system, inverse functions, trigonometric functions and the unit circle. Math 3 also includes the geometric concepts of conics and circles.

### **Honors Math III**

Credit - one unit

Grades 10, 11, 12

Prerequisite - A minimum grade of 80 in Honors Math II or 90 in Math II

**Course Description:** Honors Math III is a more advanced study of the concepts of Math III at an accelerated pace. Topics covered include linear and quadratic equations and inequalities, the complex number system, inverse functions, trigonometric functions and the unit circle. The course content, pace, and rigor put high expectations on the student and surpass standards specified by the NC Common Core High School Standards. This course demands a greater independence and responsibility from the student. The purchase of a graphic calculator is recommended. ***Advanced Placement and Honors courses will be offered based on the number of students registered and resources available.***

### **Math IV**

Credit - one unit

Grades 11, 12

Prerequisite – Math III

**Course Description:** The primary focus of Math IV is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical components previously experienced in Math I, II and III. The course is designed to be a capstone to introductory statistical concepts. 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. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Pre-Calculus or other advanced math courses.

### **Honors Pre-Calculus**

Credit - one unit

Grades 11, 12

Prerequisite - A minimum grade of 90 in Math III or an 85 in Math III (H)

**Course Description:** Pre-calculus is an advanced mathematics course that uses meaningful problems and appropriate technologies to build upon previously learned mathematical concepts to develop the underpinnings of calculus. Pre-Calculus closely examines systems of equations and inequalities, matrices, functions (including polynomial, rational, logarithmic, exponential and trigonometric), analytical trigonometry, conic sections, limits and derivatives, sequences and series, vectors and basic probability. Graphing calculators and application software will be used regularly to teach and assess topics presented in the course. Upon successful completion of the course, students will be prepared to take Calculus and other higher-level mathematics courses. ***Advanced Placement and Honors courses will be offered based on the number of students registered and resources available.***

### **Advanced Placement (AP) Statistics**

Credit - one unit

Grades 11, 12

Prerequisite – Final grade of 80 or above in Honors Math III

**Course Description:** Advanced Placement Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. At the conclusion of this course, students are expected to take the Advanced Placement Examination and possibly qualify for college credit. ***Advanced Placement and Honors courses will be offered based on the number of students registered and resources available.***

## **Naval Science Department Course Descriptions**

NJROTC is a selection of elective course offerings that are designed for college-bound students and Career Prep students. NJROTC courses give students knowledge and experiences which develop self-discipline, self-confidence and leadership skills to help them successfully meet life's challenges. NJROTC is one of the approved "Career Prep" pathways for Pamlico High School students. The NJROTC instructors are retired military veterans who are certified by the U.S. Navy and State of North Carolina. Uniforms are provided by the program for use by students. Specific enrollment requirements are established by the Navy and cannot be waived. Interested students must meet and agree to the following requirements for enrollment in NJROTC:

1. Be physically qualified to participate fully in the schools PE program.
2. Have academic achievement that is at least normal progression to graduation.
3. Maintain acceptable standards of conduct.
4. Comply with personal grooming and uniform standards.

Must be covered by school insurance or provide proof of insurance.

**All NJROTC classes require that students wear the NJROTC uniform correctly one day each week, military drill at least one day each week and physical fitness at least one day per week.**

### **Naval Science IA**

Credit- One Unit

Grades 9, 10, 11, 12

**Course Description:** This course is designed to teach the basic elements of national security and personal obligations as American citizens. Naval ships and their missions, maritime geography, and basic military drill are introduced.

### **Naval Science IIA**

Credit - one unit

Grades 10, 11, 12

Prerequisite - Naval Science I

**Course Description:** This course is designed to develop an understanding of leadership techniques, military careers, naval shipboard organization, and naval history. Daily drill instruction is included. Physical fitness training is conducted once a week **(students must wear school-issued PT clothes)**.

### **Honors Naval Science IIIA**

Credit – one unit

Grades 11, 12

Prerequisites – Naval Science I & II, NSI (GPA 3.5); and SNSI recommendation

**Course Description:** The Naval Science III curriculum consists of instruction and practical application in Leadership, International Law, National Security, Shipboard Organization and Watch Standing, Seamanship (to include both deck, equipment and small boat), Maine Navigation, Rules for the Road, Naval Weapons and Aircraft, Drill, and Physical Fitness. The curriculum includes the study of a variety of leadership styles in a case study format. The honors version of this course covers the material in greater complexity and acceleration. Students will be demonstrate their learning through added presentations, leadership demonstrations and responsibilities, applications, processes and practices.

### **Honors Naval Science IVA**

Credit – one unit

Grade 12

Prerequisites – Naval Science I, II and III (Honors); and NSI and SNSI recommendation

**Course Description:** Naval Science IV is an advanced course in applied leadership using the NJROTC organization as a basis for practical actions and analysis. The intent is to assist fourth year cadets in understanding leadership and applying it within the context of the unit. In their positions of leadership, these cadets analyze and determine the underlying factors contributing to their varying degrees of success, throughout the year. A variety of historical leadership situations, institutions, and personalities are studied and cadets are required to write papers and make presentations about their research and findings. This honors version cover material in greater complexity and acceleration. Students in honors NS IV will develop unit goals, procedures, and requirements and they will have the responsibility of ensuring the unit runs accordingly. Weekly reading assignments from selected leadership texts are required along with classroom presentations. The cadets use this course to provide leadership and direction for the school's NJROTC unit.

### **Naval Science IB**

Credit - one unit, Spring Semester only

Grades 9, 10, 11, 12

Prerequisite - Naval Science IA

**Course Description:** This course provides practical application of basic individual skills developed during Naval Science I. It reinforces instruction received in character education, unarmed and armed drill, orienteering, physical fitness and the chain of command. Cadets will also learn how to be an effective squad leader, and color guard commander. Cadets will also be given a billet within the unit and will be required to perform job assignments.

### **Naval Science IIB**

Credit - one unit, Spring Semester only

Grades 10, 11, 12

Prerequisite - Naval Science IIA

**Course Description:** This course provides practical application of basic individual skills developed during Naval Science II. Subjects taught include duties and responsibilities of leading a platoon. This course also provides a working knowledge of ethical reasoning and application of leadership and problem solving skill at the platoon level. Cadets will be required to perform their job assignments.

### **Honors Naval Science IIIB**

Credit - one unit, Spring Semester only

Grades 11, 12

Prerequisite – Naval Science IIIA

**Course Description:** This course provides practical application of basic individual skills developed during Naval Science III. This course is designed to teach cadets how to be effective company level leaders. Cadets will be required to perform their job assignments.

### **Honors Naval Science IVB**

Credit - one unit, Spring Semester only

Grade 12

Prerequisite - Naval Science IVA

**Course Description:** This course provides practical application of basic individual skills developed during Naval Science IV. In addition to performing their regular job assignments, cadets will plan and carry out activities such as community service projects, award ceremonies, dining in and the military ball. Cadets will assist with the instruction provided to cadets in Naval Science B I, II, and III.

## Science Department Course Descriptions

### Physical Science

Credit – one unit

Grade 9

Fee - \$5.00

**Course Description:** The objective of physical science is to achieve a basic understanding of scientific principles related to matter and energy. The course includes the study of basic chemistry and physics principles. Chemistry topics include the types, properties and structure of matter; chemical bonding and chemical interactions; radiation and radioactivity. Physics topics include motion and forces and their relationship; types of energy, conservation of energy and energy transfer; the nature of waves; electricity and magnetism and their relationship. This course will serve as a prerequisite for all other science courses, especially Chemistry and Physics.

### Honors Chemistry

Credit – one unit

Grades 11, 12

Fee - \$5.00

Prerequisites – Completed Physical Science with a minimum grade of 85 in Math III or a minimum grade of 80 in Math III(H) & Biology with Level III on the exam.

**Course Description:** Honors Chemistry addresses the same goals and objectives as Academic Chemistry. However, the content is presented with greater complexity, novelty, acceleration, and pacing. Students are expected to perform at a higher level of cognition and quality of work than the standard course. In addition, opportunities for problem-solving, critical analysis and application, expressing and defending ideas, and independent learning are addressed in this course. ***Advanced Placement and Honors courses will be offered based on the number of students registered and resources available.***

### Advanced Placement (AP) Chemistry

Credit – one unit elective, Spring Semester

Grades 11, 12

Prerequisites – A minimum grade of 85 in Honors Chemistry and minimum grade of 80 in Math III or enrolled in Math III.

Fee - \$18.00

**Course Description:** The AP Chemistry course is designed to be the equivalent of the general chemistry course taken during the first college year. For some students, this course enables them to undertake, in their first year, second-year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses. At the conclusion of this course, students are expected to take the Advanced Placement Examination and possibly qualify for college credit. ***Advanced Placement and Honors courses will be offered based on the number of students registered and resources available.***

### Biology

Credit - one unit

Grade 11

Prerequisite: Physical Science and Earth/Environmental Science

Fee - \$5.00

**Course Description:** This course is designed as a broad survey of living organisms. The Essential Standards for Biology include structure/function of living organisms, ecosystems, evolution, genetics, and molecular biology. Major topics covered include cells, DNA, ecology, genetics, and evolution of organisms. This course has an EOC at the end of the semester.

### Honors Biology

Credit - one unit

Grade 11

Prerequisites: A minimum grade of 93 in Earth/Environmental Science or 85 in Honors Earth/Environmental Science and Physical Science.

Fee - \$5.00

**Course Description:** This course follows the same Essential Standards as Biology, but students are expected to conduct several experiments, compose papers, and involve themselves in independent research projects. Inquiry is stressed throughout the semester and will be incorporated into most assignments.

***Advanced Placement and Honors courses will be offered based on the number of students registered and resources available.***

### Advanced Placement (AP) Biology

Credit - one unit

Grades 11, 12

Prerequisites: A minimum grade of 90 in Biology and a IV on the EOC and a minimum grade of 90 in Chemistry

Fee - \$18.00

**Course Description:** AP Biology is a college-level science course designed to deepen a student's understanding of the four "big ideas" in Biology: Evolution, Cellular Process, Genetics & Information Transfer and Interactions. There are 13 lab investigations to complete over the course of a semester. In order for students to be successful in AP Biology, they must be driven, self-motivated and willing to put several hours of independent study into the course each week. At the conclusion of this course, students are expected to take the Advanced Placement Examination and possibly qualify for college credit. ***Advanced Placement and Honors courses will be offered based on the number of students registered and resources available.***

### Marine Science

Credit - one unit

Grades 11, 12

Prerequisites - A minimum grade of 80 in Biology and a level III on the Biology EOC.

Fee - \$5.00

**Course Description:** Marine Science is a higher-level life science course that focuses on ocean processes and life within the ocean. The first part of the semester includes exploration, waves, tides, salinity, ocean formation, and marine science careers. The second part focuses on ocean life: from tiny, single-celled organisms through mammals. Dissections, labs, and detailed projects are important aspects of this class.

### Earth/Environmental Science

Credit - one unit

Grade 10

Fee - \$5.00

**Course Description:** The main objective of this course is to teach students about the Earth as a system. The Essential Standards for Earth/Environmental Science focus on students understanding the processes (both natural and man-made) that change and shape the Earth and Earth's role as a body in space. Conducting lab experiments, reporting current events, and using technology for research/presenting are other skills that will be required throughout the semester.

### Honors Earth/Environmental Science

Credit - one unit

Grade 10

Prerequisites - A minimum grade of 90 in 8th Grade Language Arts and Science and a level III on the 8th Grade Science EOG

Fee - \$5.00

**Course Description:** Honor's Earth/Environmental Science follows the same Essential Standards as Earth/Environmental Science but students are expected to work more independently on a variety of inquiry activities and accept greater responsibility for their learning. ***Advanced Placement and Honors courses will be offered based on the number of students registered and resources available.***

### **Advanced Placement (AP) Environmental Science**

Credit – one unit

Grades 11, 12

Prerequisites – A minimum grade of 85 in Honors Earth/Environmental Science or 93 in Earth/Environmental Science. A minimum grade of 90 in Physical Science (or currently enrolled in Chemistry). A minimum of 85 in Honors Biology or minimum of 90 in Biology and a score of level 3 on Biology EOC. A minimum grade of 90 in Math 1.

Fee - \$18.00

**Course Description:** AP Environmental Science is an advanced interdisciplinary course that combines ideas and information from Biology, Chemistry and Earth Sciences. In addition to science, students will apply ideas discussed in Civics class. Topics of study include water, soil, air, energy, chemical cycles and systems, ecology, population dynamics, human history and influences, natural resource exploitation and impacts, environmental economics, policy, and impacts of choices. Laboratory investigations are emphasized to familiarize students with contemporary research, investigative and problem-solving techniques. Students analyze environmental problems, evaluate risks, collect data, prepare assessments, and investigate complex issues and solutions to prevent, resolve or mitigate environmental problems. Students are required to work independently and prepare reports, investigations, and presentations to the class. At the conclusion of this course, students are expected to take the Advanced Placement Examination and possibly qualify for college credit. ***Advanced Placement and Honors courses will be offered based on the number of students registered and resources available.***

### **Physics**

Credit - one unit

Grades 11, 12

Prerequisite - NC Math 2

Fee - \$5.00

Physics, the most fundamental of the natural sciences, is quantitative in nature and uses the language of mathematics to describe natural phenomena. Inquiry is applied to the study of matter and energy and their interaction. The following topics are studied: conservation of mass and energy; conservation of momentum; waves; fields; interactions of matter and energy. Lab activities and teacher demonstrations are an integral part of the course.

### **Physics – Honors**

Credit: one unit

Grades 11, 12

Prerequisite: Enrolled in/completed Math 3

Fee - \$5.00

The honors level of Physics is a more challenging physics course, requiring additional mathematical experience and a greater commitment from the student. The advanced course focuses on matter and energy and their interactions in the fields of mechanics, waves, thermodynamics, magnetism, electricity, nuclear phenomena, equilibrium of bodies, optical instruments, and communication systems (contains topics of study described in the standard level (S) course description plus others). The course emphasizes problem-solving skills. The student will be given the opportunity for advanced work to promote rigorous academic study.

### **Advanced Placement (AP) Physics**

Credit – one unit

Grades 11, 12

Fee – \$18.00

Prerequisites – A minimum grade of 90 in Physical Science or enrolled in Chemistry; minimum grade of 80 in Math 3 or enrolled in Math 3.

**Course Description:** AP Physics is a college level course. Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple

circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. At the conclusion of this course, students are expected to take the Advanced Placement Examination and possibly qualify for college credit. ***Advanced Placement and Honors courses will be offered based on the number of students registered and resources available.***

## **Second Language Department Course Descriptions**

***Note: Spanish I and Spanish II should be taken in two consecutive semesters.***

### **Spanish I**

Credit - one unit

Grades 10, 11, 12

**Course Description:** Spanish I is an introduction to the study of the Spanish language and culture. In this course emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. A general introduction to the culture, its products (e. g., literature, laws, foods, games), perspectives (e. g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout the course. **Students must have a good background in English grammar. Memorization and spelling skills are ESSENTIAL.**

### **Spanish II**

Credit - one unit

Grades 10, 11, 12

Prerequisite - Spanish I

**Course Description:** Spanish II provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to interact on issues of everyday life in the present time and past time inside and outside of the classroom setting. They compose related sentences that narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas. The students will develop a better understanding of the similarities and differences between cultures and languages, and they will examine the influence of the beliefs and values on the target culture(s).

### **Honors Spanish III**

Credit - one unit

Grades 11, 12

Prerequisites - Spanish I and II

**Course Description:** Spanish III provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create with the language and as they access short literary texts, authentic materials, and media on generally familiar topics. Students satisfy limited communication and social interaction demands, and they initiate and maintain face-to-face communication. Students continue to refine their knowledge and understanding of the Spanish language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in Spanish cultures, and by applying their knowledge and skills inside and outside of the classroom setting.

### **Honors Spanish IV**

Credit - one unit

Grade 12

Prerequisite-Spanish I, II, and III

**Course Description:** A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of topics. Students will narrate, discuss, and support complex ideas and concepts using concrete facts and topics in past, present and future time. Another emphasis of this course is on

culture and literature. Short stories, poetry, excerpts from various periods of literature, current events, and authentic materials are included. Emphasis is placed on independent reading. Finer points of grammar are studied to aid oral and written communication. There is more in-depth study of the Spanish cultures and their influence throughout the world.

*In case of interruption between levels, an evaluation of language will be used to determine the level of proficiency of the student.*

## **Social Studies Department Course Descriptions**

### **American History I**

Credit - one unit

Grade 10

Prerequisites – World History

Course Description: The purpose of this course is to create a knowledge and understanding of modern U.S. History coupled with an acquisition of certain skills and general values that will aid the student in his/her endeavor to become an active, informed, intelligent citizen of our country. This course is a formal study in American History from colonial America and the formation of a new government to the Reconstruction era with an emphasis on the development of American government.

### **American History II**

Credit - one unit

Grade 10

Prerequisites – American History I and World History

Course Description: The purpose of this course is to create a knowledge and understanding of modern U.S. History coupled with an acquisition of certain skills and general values that will aid the student in his/her endeavor to become an active, informed, intelligent citizen of our country. This course is a formal study in American History from just after the Reconstruction era to the present with an emphasis on major people and events in the 20th and 21st centuries.

### **Honors American History I**

Credit - one unit

Grade 10

Prerequisites – A minimum grade of 93 in World History or 85 in Honors World History

Course Description: The purpose of this course is to create a knowledge and understanding of modern U.S. History coupled with an acquisition of certain skills and general values that will aid the student in his/her endeavor to become an active, informed, intelligent citizen of our country. This course is a formal study in American History from colonial America and the formation of a new government to the Reconstruction era with an emphasis on the development of American government. It is more writing intensive than the academic class with more enrichment activities such as maps, charts, graphic organizers, computer activities, in-depth research papers with analysis, and essays. Analytical thinking will be implemented to help students to understand how the history of the United States of America was shaped and formed. ***Advanced Placement and Honors courses will be offered based on the number of students registered and resources available.***

### **Honors American History II**

Credit - one unit

Grade 10

Prerequisites – A minimum grade of 85 in Honors American History I.

Course Description: This honors course is designed to challenge students. In this course, students will examine the political, economic, social and cultural development of the US from the end of the Reconstruction era to the present. Students will explore the change in the ethnic composition of American society, the movement



towards equal rights for racial minorities and women, and the role of the US as a major world power. An emphasis will be placed on the expanding role of the federal government and the federal courts, as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause and effect relationship between past and present events, recognize patterns of interactions and understand the impact of global events on the US in an interconnected world.

***Advanced Placement and Honors courses will be offered based on the number of students registered and resources available.***

### **Advanced Placement (AP) U.S. History**

Credit - one unit, Spring Semester only

Grades 10, 11, 12

Prerequisites –A minimum grade of 85 in Honors American History I or a minimum grade of 93 in American History I and a minimum of an 80 on the American History I NC Final Exam. Students not meeting the prerequisites may be considered for admission to the course with the approval of the instructor and school counselor. **Note:** This course is writing intensive.

**Course Description:** Advanced Placement US History focuses on major points in American History including: the colonial period in America, American Revolution, Constitution, Reform movements, Civil War, Reconstruction, World War I and World War II, and the Cold War to the present-day role of the United States as a world leader. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students learn to assess historical materials (their relevance to a given problem, their reliability and their importance and to weigh the evidence and interpretations presented in historical scholarship). At the conclusion of this course, students are expected to take the Advanced Placement Examination and possibly qualify for college credit.

***Advanced Placement and Honors courses will be offered based on the number of students registered and resources available.***

### **World History**

Credit - one unit

Grade 9

**Course Description:** This is a survey course from prehistoric time to the present. It is a comparative study of America, Asia, Africa, Europe, and South America tracing the growth of democracy on each continent. Cultures, religions, and governments of each of the above continents are studied as well. The history of America in world events will be stressed. Emphasis is placed on cause and effect relationships and current events awareness is stressed.

### **Honors World History**

Credit - one unit

Grade 9

Prerequisites – A minimum grade of 93 in 8<sup>th</sup> grade Social Studies and a Level 3 or 4 on the reading EOG.

**Course Description:** This is a survey course from prehistoric time to the present. It is a comparative study of America, Asia, Africa, Europe, and South America tracing the growth of democracy on each continent. This course will focus more on analysis, research, and problem-solving techniques pertaining to culture, religion and the formation of different governments around the world. It is a more writing intensive course with more enrichment activities such as computer lab activities, more in-depth research papers with analysis and essays.

***Advanced Placement and Honors courses will be offered based on the number of students registered and resources available.***

### **American History: The Founding Principles, Civics and Economics**

Credit - one unit

Grade 11

Prerequisite – World History, American History I & American History II

**Course Description:** Through this course students consider basic economic concepts, economic institutions, and reasoned approaches for analyzing economic problems, actions, and policies. Political, governmental, and

legal topics in the course engage students in an examination of legal and political phenomena and problems. This course will help students understand how to become effective citizens in the United States society.

### **Honors American History: The Founding Principles, Civics and Economics**

Credit - one unit

Grade 11

Prerequisite – A minimum grade of 93 in World History or 85 in World History (H), American History I & American History II

**Course Description:** This course will help students understand how to become effective citizens in the United States society. The focus will include more analysis, research, and problem-solving techniques pertaining to economics, government, and the political system. This course is more writing intensive than the academic class with more enrichment activities such as computer lab activities, and more in-depth research papers with analysis and essays. ***Advanced Placement and Honors courses will be offered based on the number of students registered and resources available.***

### **Advanced Placement (AP) US Government and Politics**

Credit – one unit

Grades 11, 12

Prerequisite – A minimum grade of 85 in Honors American History: The Founding Principles, Civics & Economics OR a minimum grade of 93 in American History: The Founding Principles, Civics & Economics and a minimum score of an 80 on the American History: Founding Principles, Civics and Economics NC Final Exam. Note: This class is writing intensive.

**Course Description:** This course will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes. At the conclusion of this course, students are eligible to take the Advanced Placement Examination and possibly qualify for college credit. ***Advanced Placement and Honors courses will be offered based on the number of students registered and resources available.***

## ***ALTERNATE CHOICES FOR COURSE OFFERINGS***

**North Carolina Virtual Public School** - <https://ncvps.org/>

Pamlico County High School may be limited in the number of courses offered based upon student request. Because of this limitation, Pamlico County High School may offer some Distance Learning courses on-line through North Carolina Virtual Public High School (NCVPS). **Students must abide by the NCVPS course drop deadlines. Failure to do so may result in tuition charges of \$300-\$500 to the student.** Success in distance “virtual” learning requires students to work more independently and be more self-directed than in a traditional classroom. **NCVPS**, established by the North Carolina State Board of Education, offers online courses to middle and high school students who are currently enrolled in a state-funded educational institution in North Carolina. NCVPS allows students to earn high school credits, take college preparatory classes, Advanced Placement classes, Credit Recovery classes, and other higher-level classes. NCVPS is not degree granting, but instead provides courses a student otherwise would not be able to enroll in at the student’s local school. There are no costs for fees or tuition to the participating school or student. The local school district must assume the following responsibilities:

- Provide students with required textbooks and materials for NCVPS courses
- Administer End of Course assessments as needed
- Assign a Distance Learning Advisor, both at the district and the school level, to serve as the main

contact for students

- Provide students access to computers with Internet capability when students are taking NCVPS courses on the school campus
- Accept course grades as determined by NCVPS and enter credits accordingly for completion of NCVPS courses.

**Pamlico County Schools will not be responsible for tuition and textbook costs for online college level courses offered through any other programs.**

### **Credit by Demonstrated Master (CDM)**

Credit by Demonstrated Mastery (CDM) is an option which allows students to demonstrate mastery of a course's content by taking an assessment and completing an artifact. The successful completion of these requirements will result in a student receiving a pass/fail grade for the course. Pass/fail grades do not earn GPA points, but, with a passing grade, the student will be able to continue on to the next course in a series. The following are requirements to obtain CDM credit for a high school course:

#### **Phase 1: A standard examination**

- EOC exam – Level 5
- CTE Post Assessment – 93% or better
- Non-EOC/CTE Assessment – 94% or better

#### **Phase 2: An artifact**

- A project or artifact that demonstrates the student's deep understanding of the content standards
- Artifacts can range from 3-D to paper-based to electronic to oral interviews among other options which will be set by the school depending on the course for which the student is requesting a CDM credit.

#### **Courses Excluded from CDM:**

- Career and Technical Education (CTE) work-based learning courses (i.e. apprenticeships)
- CTE courses that have a clinical setting as a course requirement (i.e. Nursing Fundamentals)
- CTE advanced studies courses or any course without state technical standards
- English Language Learner courses
- Healthful Living required courses
- AP/IB courses

If interested in earning CDM credit, please see your school counselor at the beginning of the semester.

## **Career and College Promise Operating Procedures**

Success in today's global economy may require a two-or four-year degree, a certificate or diploma. Through Career and College Promise (CCP), qualified high school age students in North Carolina have the opportunity to pursue these options, tuition free, while they are in high school, allowing them to get a jumpstart on their workplace and college preparation.

CCP is free to all students who maintain the required grade point average and meet other eligibility requirements. Through a partnership of the Department of Public Instruction, the NC Community College System, the University of North Carolina System and many independent colleges and universities, North Carolina is helping eligible high school students to begin earning college credit at a community college campus at no cost to them or their families.

CCP provides three pathways to help advance eligible student's post-high school success:

- **College Transfer** – college transfer pathways provide tuition-free course credits toward the Associate in Arts or Associate in Science, Engineering, Nursing, AFA Visual Arts, and a four-year degree that will transfer seamlessly to any public or participating private college or university. The College Transfer Pathway requires the completion of at least 30 semester hours of transfer courses including English and Mathematics.
- **Technical Careers** – earn tuition-free credits at an NC Community College toward a job credential, certificate or diploma in a technical career. A curriculum Career and Technical Education (CTE) Pathway leads to a certificate of diploma aligned with a high school career cluster. A Workforce Continuing Education Pathway (WCEP) leads to a state or industry recognized credential aligned with a high school career cluster.
- **Innovative High Schools** – begin earning tuition-free college credits as a high school student by attending an approved Cooperative Innovative High School. Examples include Early and Middle College High Schools.

### **For Juniors and Seniors, eligibility for CCP includes:**

- Unweighted Grade Point Average of 2.8 or higher on high school courses **OR**
- Demonstrate college readiness in English, Reading and Mathematics on an assessment **AND**
- Have the recommendation of the high school principal or his/her designee and in some cases may require demonstrated rationale for the recommendation and recommendation of the college's Chief Student Development Administrator.

### **For Freshman and Sophomores, eligibility for CCP includes:**

- Identified as AIG and meet a series of other requirements as outlined in new state policy. Please see your School Counselor for more information.

## APPENDICES

### APPENDIX A

#### Minimum Course Requirements for Undergraduate Admission to UNC Colleges and Universities

Sixteen units of high school coursework within the five traditional academic area (literature, mathematics, physical and biological sciences, social sciences and foreign language), including:

- Four course units in **English**
- Two units of a **language other than English**
- Four course units of **mathematics** in either of the following combinations:
  - Math I, II & III and one unit beyond Math III
  - It is recommended that prospective students take a math course in the twelfth grade.
- Three course units in **science**, including
  - At least one unit in a life or **biological science** (for example: Biology).
  - At least one unit in **physical science** (for example: Physical Science, Chemistry, Physics)
  - And at least one **laboratory course**.
- Four course units in **social studies**, including two units in **American History**.
- **Individual universities may require other courses in addition to the minimum requirements.**  
*Students are responsible for verifying admissions requirements at individual campuses.*

\*For more information see [admissions.unc.edu/minimum-course-requirements/](https://admissions.unc.edu/minimum-course-requirements/)

**NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION  
HIGH SCHOOL ENDORSEMENTS**

Students enrolled in North Carolina high schools shall have the opportunity to earn Endorsements to their High School Diploma that identify a particular area of focused study, beginning with the graduating class of 2014-2015. The earning of endorsements shall be based on the following criteria:

- A. Students shall meet all requirements set forth in State Board Policy GCS-N-004 “State Graduation Requirements” related to earning a high school diploma.
- B. Students may earn a Career Endorsement, a College Endorsement, a College/UNC Endorsement, a North Carolina Academic Scholars Endorsement, and/or a Global Languages Endorsement.
- C. The requirements for earning these endorsements are defined below:

1) **Career Endorsement:**

- a) Except as limited by N.C.G.S. §115C-81(b), the student shall complete the Future Ready Core mathematics sequence of Algebra I, Geometry, Algebra II, Math I, II, III or Math I, II, III and a fourth mathematics course aligned with the student’s post-secondary plans. Acceptable fourth math courses for the Career Endorsement include any math course that may be used to meet NC high school graduation requirements, including math courses found in the Career and Technical Education (CTE) domain;
- b) The student shall complete a CTE concentration in one of the approved CTE Career Pathways;
- c) The student shall earn an unweighted grade point average of at least 2.6;
- d) The student shall earn at least one industry-recognized credential. Earned credentials can include Career Readiness Certificates (CRC) at the Silver level or above from WorkKeys assessments **OR** another appropriate industry credential/certification; and
- e) The student shall earn at least the benchmark reading score established by a national norm-referenced college admissions test. The student may retake the nationally norm-references test as many times as necessary to achieve the required benchmark.  
*\*It is the responsibility of the student to report their test scores to the school to be used to determine eligibility for the Career Endorsement.*

2) **College Endorsement:**

- a) The student shall complete the Future-Ready Core mathematics sequence of Algebra I, Geometry, Algebra II, Math I, II, III or Integrated Math I, II, III; and a fourth mathematics course aligned with the student’s post-secondary plans. The fourth math course must meet University of North Carolina system Minimum Admission Requirements or be acceptable for earning placement in a credit-bearing college math class under the North Carolina Community College System’s Multiple Measures Placement policy;
- b) The student shall earn an unweighted grade point average of at least 2.6; and
- c) The student shall earn at least the benchmark reading score established by a national norm-referenced college admissions test. The student may retake the nationally norm-references test as many times as necessary to achieve the required benchmark.  
*\*It is the responsibility of the student to report their test scores to the school to be used to determine eligibility for the College Endorsement.*

- 3) **College/UNC Endorsement:**
- a) The student shall complete the Future-Ready Core mathematics sequence of Algebra I, Geometry, Algebra II, Math I, II, III or Integrated Math I, II, III and a fourth mathematics course that meets University of North Carolina system Minimum Admission Requirements that include a mathematics course with either Algebra II, Math III **or** Integrated Mathematics III as a pre-requisite;
  - b) The student shall complete three units of science including at least one physical science with a lab, one life science and one additional science course;
  - c) The student shall complete U.S. History or equivalent coursework;
  - d) The student shall complete two units of a world language (other than English);
  - e) Students shall earn a weighted grade point average of at least 2.5; and
  - f) The student shall earn at least the benchmark reading score established by a national norm-referenced college admissions test. The student may retake the nationally norm-references test as many times as necessary to achieve the required benchmark.  
*\*It is the responsibility of the student to report their test scores to the school to be used to determine eligibility for the College Endorsement.*
- 4) **North Carolina Academic Scholars Endorsement:**
- a) The student shall complete the Future-Ready Core mathematics sequence of Math I, II, III; Algebra I, Geometry, Algebra II; or Integrated Math I, II, III and a fourth mathematics course that meets University of North Carolina system Minimum Course Requirements that include a mathematics course with either Math III, Algebra II, or Integrated Mathematics III as a pre-requisite;
  - b) The student shall complete three units of science including an Earth/Environmental science course, Biology, and at least one physical science course that must include either Physics or Chemistry;
  - c) For students entering ninth grade in 2012-13 or later, the student shall complete four units of social studies including World History, American History: Founding Principles, Civics and Economics, American History I and American History II;
  - d) The student shall complete two units of a world language (other than English);
  - e) The student shall complete four elective credits in any one subject area, such as Career and Technical Education (CTE), JROTC, Arts Education, World Languages, or in another content area;
  - f) The student shall have completed at least three higher-level courses during junior and/or senior years which carry quality points such as Advanced Placement, International Baccalaureate or Dual Enrollment courses; Advanced CTE and CTE credentialing courses; honors level courses, or Project Lead the Way courses; and
  - g) The student shall earn an unweighted grade point average of at least 3.50.
- 5) **Global Languages Endorsement:**
- a) The student shall earn a combined unweighted 2.5 GPA or above for the four English Language Arts courses required for graduation;
  - b) The student shall establish proficiency in one or more languages in addition to English, using one of the options outlined below and in accordance with the guidelines developed by the North Carolina Department of Public Instruction: and
    - i. Pass an external exam approved by the North Carolina Department of Public Instruction establishing “Intermediate Low” proficiency or higher per the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale.

- ii. Complete a four-course sequence of study in the same world language, earning an overall unweighted GPA of 2.5 or above in those courses.
  - iii. Establish “Intermediate Low” proficiency or higher per the ACTFL proficiency scale using the Credit by Demonstrated Mastery SBE policy.
- c) Limited English Proficiency students shall complete all the requirements of sections 5a and 5b above and reach “Developing” proficiency per the World-Class Instructional Design and Assessment (WIDA) proficiency scale in all four domains on the most recent state identified English language proficiency test.
- **Students may earn more than one Endorsement.**
  - **Students are not required to earn an Endorsement in order to receive a diploma.**



## NCAA Eligibility

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org). If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page at [eligibilitycenter.org](http://eligibilitycenter.org).

### ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an ACT or SAT score that matches your core-course GPA.

### CORE COURSES

Only courses that appear on your high school's list of NCAA core courses will count toward the 16 core-course requirement; visit [eligibilitycenter.org/courselist](http://eligibilitycenter.org/courselist) for a full list of your high school's approved core courses. Complete 16 core courses in the following areas:

#### DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

|                |                                      |   |  |                           |   |
|----------------|--------------------------------------|---|--|---------------------------|---|
| <b>ENGLISH</b> | <b>MATH</b><br>(Algebra I or higher) | <b>NATURAL/<br/>PHYSICAL<br/>SCIENCE</b><br>(Including one year of lab, if offered) | <b>ADDITIONAL</b><br>(English, math or natural/physical science) | <b>SOCIAL<br/>SCIENCE</b> | <b>ADDITIONAL<br/>COURSES</b><br>(Any area listed to the left, foreign language or comparative religion/philosophy) |
| 4 years        | 3 years                              | 2 years   | 1 year   | 2 years                   | 4 years   |

#### DIVISION II

|                |                                      |   |  |                           |   |
|----------------|--------------------------------------|---|--|---------------------------|---|
| <b>ENGLISH</b> | <b>MATH</b><br>(Algebra I or higher) | <b>NATURAL/<br/>PHYSICAL<br/>SCIENCE</b><br>(Including one year of lab, if offered) | <b>ADDITIONAL</b><br>(English, math or natural/physical science) | <b>SOCIAL<br/>SCIENCE</b> | <b>ADDITIONAL<br/>COURSES</b><br>(Any area listed to the left, foreign language or comparative religion/philosophy) |
| 3 years        | 2 years                              | 2 years   | 3 years  | 2 years                   | 4 years   |

### GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your grade-point average based only on the grades you earn in NCAA-approved core courses.

- DI requires a minimum 2.3 GPA.
- DII requires a minimum 2.2 GPA.

### SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about test scores at [ncaa.org/test-scores](http://ncaa.org/test-scores).

### TEST SCORES

You may take the SAT or ACT an unlimited number of times before you enroll full time in college. Every time you register for the SAT or ACT, use the NCAA Eligibility Center code 9999 to send your scores directly to us from the testing agency. We accept official scores only from the ACT or SAT, and won't use scores shown on your high school transcript. If you take either test more than once, the best subscore from different tests are used to give you the best possible score.

**Pamlico County Schools  
Driver Education Coordinator - Joshua Gaskill  
252-745-3151**

Pamlico County Schools has contracted with the North Carolina Driving School based in Winterville, NC to provide students with the highest quality and most convenient driving instruction. The NC Driving School can be reached at 1-800-375-6550 or on the web at [www.ncdrivingschool.com](http://www.ncdrivingschool.com). Joshua Gaskill is the Pamlico County Driver Education Coordinator and can be reached at PCHS or by email at [joshuagaskill@pamlicoschools.org](mailto:joshuagaskill@pamlicoschools.org).

**How to register for Driver Ed:**

Must be at least 14 ½ years old and not 18 years old or older as of the first day of class

Must be passing 3 out of 4 of the current semester courses

Must have a clear disciplinary record for the current and previous grading period

Times and dates for classes will be published in the newspaper, announced and posted at school and available to all students via school email.

Students will follow the email instructions for registration when a class is announced

Students accepted for enrollment in the class will be posted outside of the office and notified by school email.

Prior to registering for a class students should make certain that they do not have other activities that may interfere with class days. **No absences allowed.**

Must adhere to all school rules and policies during classroom and driving instruction

**Driver Education Behind-the-Wheel Schedule:**

After the successful completion of the classroom instruction, students will be contact by the driving instructor by phone to set up the 6-hour driving session.

**How to get your Driving Eligibility Certificate (DEC form) for a driver permit**

Must be passing 3 out of 4 of the current semester courses.

Must be at least 15 years old but not 18 years old or older.

Must contact Mr. Joshua Gaskill by school email ([joshuagaskill@pamlicoschools.org](mailto:joshuagaskill@pamlicoschools.org)) or the PCHS Main Office indicating when and where Driver Education was taken and request a DEC form.

Mr. Gaskill will notify the student when the DEC is ready to be picked up.

Parents/Guardians will contact Mr. Gaskill or the PCHS main office to receive the DEC form.

**VERY IMPORTANT INFORMATION FOR STUDENTS AND PARENTS/GUARDIANS**

**Keeping a Permit / License:**

North Carolina Dropout Prevention/Driver's License legislation in August, 1998 partnered the Department of Public Instruction, Division of Motor Vehicles, the Division of Non-Public Schools, and Community College System to motivate and encourage students to complete high school. The legislation is directed to all North Carolina students under the age of 18 who are eligible for a driving permit or license.

**Dropout Prevention**

Driver license applicants less than 18 years old must have a "Driving Eligibility Certificate" (DEC), high school diploma or its equivalent to be eligible for a North Carolina driving permit or license. The Driving Eligibility Certificate must be signed by the applicant's school administrator who certifies that the applicant is currently enrolled in school and making progress toward a high school diploma.

In 1999, Senate Bill 57 directed public schools, community colleges, and non-public schools to notify the North Carolina Division of Motor Vehicles whenever a student is given an expulsion/suspension for more than 10 days or an assignment to an alternative educational setting for more than 10 consecutive days for specified offences.

**Lose Control / Lose Your License**

A loss of license will occur if a student receives a suspension for more than 10 consecutive days or receives an assignment to an alternative educational setting due to disciplinary action for more than 10 consecutive days. This suspension remains in effect for 12 months or until a Driving Eligibility Certificate is obtained. Students involved with alcohol or other drugs, weapons, or assault of school personnel on school property or school sponsored events will lose their permit/license for 365 days.

**Future Ready Four Year High School Plan**

Name \_\_\_\_\_ Grade \_\_\_\_\_ Middle School \_\_\_\_\_

**English:** 4 Credits – I, II, III, & IV

**Science:** 3 Credits – Earth/Environmental Science, Biology, Physical Science

**Math:** 4 Credits – (Math I, Math II, and Math III) and a 4<sup>th</sup> math course to be aligned with the student’s post high school plans. *At the request of the parent and with counseling provided by the school, a student will be able to opt out of this math sequence. He/she would be required to pass Math I, Math II, Math III and two other application-based math courses.*

**Social Studies:** 3 Credits – World History, Civics and Economics, and US History (if entered 9<sup>th</sup> grade prior to 2012)  
4 Credits-World History, American History I & II, and American History: The Founding Principles, Civics & Economics (if entered 9<sup>th</sup> grade 2012 and later)

**Second Language:** – Not required for graduation. *2 credits required to meet minimum admission requirements for UNC schools.*

**Health and Physical Education:** 1 Credit – Health and Physical Education

**Electives:** 2 elective credits of any combination from either:

- Career and Technical Education OR Arts Education OR Second Language

Required 4 Course Concentration in one of the following areas:

- Career & Technical Education
- Arts Education
- JROTC
- Second Language
- Advanced Placement
- STEM (Science, Technology, Engineering, Math)
- College Courses (Career and College Promise or University courses)

|   | 9 <sup>th</sup> Grade                  | 10 <sup>th</sup> Grade      | 11 <sup>th</sup> Grade  | 12 <sup>th</sup> Grade               |
|---|--|-----------------------------|---|--------------------------------------|
|   | Course Name                            | Course Name                 | Course Name   | Course Name                          |
| 1 | English 1                              | English 2                   | English 3   | English 4                            |
| 2 | Foundations of Math 1 (if recommended) | Math 2                      | Math 3  | Math 4 or other Advanced Math Course |
| 3 | Math 1                                 | Earth/Environmental Science | Biology   |                                      |
| 4 | Physical Science                       | American History I          | American History: The Founding Principles, Civics & Economics |                                      |
| 5 | World History                          | American History II         |   |                                      |
| 6 | Healthful Living                       |                             |   |                                      |
| 7 |  |                             |   |                                      |
| 8 |  |                             |   |                                      |

**Pamlico County Student Services Department**

Phone: (252) 745-3151

Fax: (252) 745-3529

**Lisa Boyette**, Counselor Grades 10-12, [lisaboyette@pamlicoschools.org](mailto:lisaboyette@pamlicoschools.org)  
**Betsy McCandless**, Counselor Grade 9, Career Development Coordinator,

[betsymccandless@pamlicoschools.org](mailto:betsymccandless@pamlicoschools.org)

**Carla Spencer**, Secretary, [carlaspencer@pamlicoschools.org](mailto:carlaspencer@pamlicoschools.org)

**Tammy Spain**, Data Manager, [tammyspain@pamlicoschools.org](mailto:tammyspain@pamlicoschools.org)

**Carol Reed**, AIG Coordinator, [carolreed@pamlicoschools.org](mailto:carolreed@pamlicoschools.org)



**GO CANES!**