

Curriculum Guide and Career Development Handbook



A Student-Parent Planning Guide
2018-2019

Columbia High School
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INTRODUCTION TO THE CURRICULUM GUIDE

This guide is offered to you with the belief that “knowledge is power.” Although gaining knowledge is not always easy or pleasant, it is essential if a person is to become a responsible adult in control of his/her own future.

Columbia High School wishes to offer each and every student the best possible education available. The courses you choose and those courses required by the state and local school system will bring you enjoyment, hard work and in some cases, frustration. Your choices will give you options and additional choices both in high school and in your adult life. It is your decision to take or not to take advantage of these opportunities. A student can make wise choices in consultation with the school counselor, teachers and his/her parents based on the student’s own interests, aptitudes, achievements and motivations.

Tyrrell County Schools DOES NOT DISCRIMINATE
AGAINST ANYONE BECAUSE OF RACE, GENDER,
COLOR, CREED, RELIGION, NATIONAL ORIGIN,
OR HANDICAPPING CONDITIONS.

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SECTION 504
EXCEPTIONAL CHILDREN PROGRAM
GIFTED PROGRAM
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ACADEMIC AWARDS/PROGRAMS

NORTH CAROLINA ACADEMIC SCHOLARS PROGRAM

The North Carolina Academic Scholars Program is outlined below:

Graduates who meet the requirements for a NC Academic Scholars receive a special seal on their High School diploma and are designated as NC Academic Scholars on their transcript. In order to be designated as a North Carolina Academic Scholar, a student must have:

An overall unweighted four-year grade point average of 3.5. *Columbia High School also requires that students must complete all courses (grades 9-12) with a passing grade to receive this honor.*

- 4 English Credits
- 4 Mathematics Credits (Math I, Math II, Math III, plus one unit of advanced mathematics for which Math III is a prerequisite)
- 3 Science Credits (Earth/Environmental Science, Biology, Chemistry or Physics)
- 4 Social Studies Credits (World History, Civics/Economics, and American History I & II)
- 2 Foreign Language Credits (two levels of the same language)
- 1 Health/Physical Education Credit
- 1 Career & Technical Education Credit
- 1 Arts Education (Dance, Music, Theatre Arts, or Visual Arts)
- 5 Elective Credits to include at least two second-level or advanced courses (examples of electives include JROTC and other courses that are of interest to the student.)

24 Credits

AWARD RECOGNITION

GPA Award Recognition for Honor Graduates and Marshals is based upon grades from consecutive semesters beginning with 9th grade and concluding with grades from the third nine weeks report card.

HONOR GRADUATE

Students who have an overall un-weighted grade point average of at least 3.25 UNROUNDED by the end of the 3rd nine weeks of their senior year are honor graduates. These students will be presented honor cords to wear during the graduation ceremonies.

MARSHALS

At the end of the 3rd nine weeks of the junior year, juniors are named marshals to assist the senior class with graduation activities. The marshals are the top students who have a cumulative weighted GPA of 3.5 UNROUNDED.

VALEDICTORIAN AND SALUTATORIAN

Final class rank, determined by weighted GPA, is based upon final marks beginning with 9th grade and concluding with the final marks at the end of the 12th grade year (or at the end of the 13th year for Columbia Early College High School students completing a 5th high school year).

The valedictorian shall be the student with the highest weighted GPA and the salutatorian shall be the student with the second highest weighted GPA.

A separately designated valedictorian and a salutatorian for both grades 12 and 13 will be determined provided the student(s) have a minimum weighted GPA of 4.0.

If either of the students being recognized in grade 12 as the valedictorian or salutatorian choose to enroll at CECHS for grade 13, then the student next in rank will be recognized provided the student(s) have a minimum weighted GPA of 4.0.

PRESIDENTIAL EDUCATION AWARDS PROGRAM

The Presidential Education Awards Program features two parts. These awards will be made to graduating seniors:

✓ Award for Educational Excellence

Seniors must meet the following criteria:

- Attained a 90% average or equivalent accumulated over grades 9-12
- Received a score in the 11th or 12th grade, placing them at or above the 80th percentile on any nationally recognized standardized achievement test battery or any nationally standardized college admissions examination, such as the SAT or ACT

✓ Award for Educational Achievement

This award is presented at the principal's discretion. It is awarded to a few select students who show outstanding educational growth, improvement, commitment or intellectual development in their academic subjects and who may have faced special obstacles.

AMERICAN CITIZENSHIP AWARD

The American Citizenship Award recognizes students who:

- Participate in school and/or community service
- Show a positive attitude toward classmates, school, and community
- Display an understanding and appreciation of civic responsibility
- Possess strength of character and the courage to do what is right
- Promote citizenship within our school or community through other activities

Five outstanding seniors will be selected by the faculty and will be honored at the Academic Awards program. From these five, one will be selected to receive the Citizenship Cup at the graduation ceremonies. Since this student represents the ideal within the Rotary Club's motto, "Service Before Self", the Rotary Club recognizes this student with an academic scholarship.

DIPLOMA ENDORSEMENTS

College – UNC indicates students meeting the requirements for admission to a UNC System university.

College indicates students meeting requirements for admission to a non-UNC System university or college, the community college system or a technical school admission (requirements vary).

Career indicates students who meet the requirements of the Career endorsement (completing a CTE Concentration plus earning either a WorkKeys certification at the Silver level or above, or another industry-recognized credential).

Students may graduate from high school with only one of the above endorsements, or with a combination of the following:

College – UNC and Career; or College and Career endorsement

Students may also graduate with no endorsements noted on their diploma and transcript.

COLUMBIA HIGH SCHOOL QUALITY POINT/ GPA/ CLASS RANKING

Grade point average calculations are based upon standardization of academic course levels, weighting of course grades, and grading scales.

Students shall receive both an un-weighted GPA that reflects no additional weighting for advanced courses and a weighted GPA that reflects additional quality points for advanced coursework. In accordance with General Statute 116-11 (10a), grade point average values and class rank shall be calculated by a standard method devised by the University of North Carolina and NC Community College systems.

On the transcript each grade a student earns is assigned a quality point, then it is multiplied by the credit earned to determine the un-weighted and weighted point totals, which are then divided by the total credits earned to give an un-weighted and weighted cumulative GPA on the transcript.

A student's cumulative grade point average and class rank are determined by a weighted grade point average calculated on a 4.0 scale. Under North Carolina law, public high schools must generate a standardized high school transcript that includes a standardized system of class rank.

CHS offers Advanced Placement and Advanced or Honors courses on the main campus and through Internet courses.

High schools shall use one grading scale. The conversion of grades to quality points is standardized. Implicit is a conversion of percentage grades to letter grades according to the following widely used scale and effective for all high school students;

GRADING SCALE: A=90-100% B=80-89% C=70-79% D=60-69% F=0-59

Grades and the corresponding number of quality points are shown below.

Standard scale — Numeric Grades with a letter grade legend.

4.0 Conversion Scale

Course Grade	Quality Point								
90-100	= 4.0	80-89	= 3.0	70-79	= 2.0	60-69	= 1.0	≤ 59	= 0.0

4.5 Conversion Scale

90-100 = 4.5	80-89 = 3.5	70-79 = 2.5	60-69 = 1.5	≤ 59 = 0.0
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5.0 Conversion Scale

90-100 = 5.0	80-89 = 4.0	70-79 = 3.0	60-69 = 2.0	≤ 59 = 0.0
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Standard courses – Course content, pace and academic rigor follow standards specified by the North Carolina Standard Course of Study (NCSCoS). Quality points for the GPA calculation are assigned according to the standard 4.0 scale and receive no additional quality points.

Honors courses - - Course content, pace and academic rigor place high expectations on the student, demanding greater independence and responsibility. Such courses are more challenging than standard level courses and are distinguished by a difference in the depth and scope of work required to address the NCSCoS. The state course weighting system awards the equivalent of one (1) quality point to the grade earned in Honors courses **for Seniors**. Effective with the freshman class of 2015-16, the weighting for Honors courses shall be one-half (.5) of a quality point.

College courses (“dual enrollment”) - Course content, pace and academic rigor are, by definition, college-level for these courses. College courses, which may be delivered by a community college, public university or private college or university, provide credit toward a high school diploma and may satisfy a graduation requirement or provide an elective course credit. The state weighting system adds the equivalent of one (1) quality point to the grade earned in community college courses included on the most recent Comprehensive Articulation Agreement Transfer List, and for courses taught at four-year universities and colleges.

NC UNIVERSITY MINIMUM ADMISSION REQUIREMENTS

Students entering a State University in Fall	Minimum GPA	Minimum SAT	Minimum ACT
Fall 2013 (and beyond)	2.5	880	17

GRADE LEVEL PROMOTION REQUIREMENTS

In grades 9-11 a student must meet the following unit requirements to be promoted to the next grade:

- ✓ 9th Grade to 10th Grade: Ninth grade students must earn six credits, including English 1 credit and a math credit.
- ✓ 10th Grade to 11th Grade: Tenth grade students must earn twelve credits, including English 2 credit and a second math credit.
- ✓ 11th Grade to 12th Grade: Eleventh grade students must earn eighteen credits, including English 3 credit and a third math credit.

GRADUATION REQUIREMENTS

- ✓ Meet the attendance policies set by the Tyrrell County Board of Education.
- ✓ Successful completion of Future Ready Core Course of Study

Students must earn a total of 24 credits.

END-OF-COURSE EXAMS, NC FINAL EXAMS (NCFEs)

These courses receive an end-of-course examination mandated by the North Carolina Department of Public Instruction: NC Math I, NC Math III, Biology, English 10. **These courses can only be dropped from a student's schedule within the first twenty (20) days of the school year, and within the first ten (10) days when the course is a semester class.**

All final exams, including EOC tests, count as 25% of the final grade for that course.

SUMMER SCHOOL GRADING FORMULAS

Summer school is not guaranteed to occur each year. Administration will make this determination annually.

The following formulas are to be followed for summer school grading:

End of Course (EOC)	Courses with EOC exams: 60% regular school year grade + 40% summer school grade
Non-EOC Courses	Courses without EOC exams: 60% regular school year grade + 40% summer school grade

REGISTRATION GUIDELINES

CHS is organized by a 4 block day. Courses are one semester in length, with a few offered yearlong. On-line courses can be a semester in length or yearlong. Courses from a community college are semester in length.

COURSE SELECTIONS

Courses are offered by TCS teachers using the NC Standard Course of Study, distance learning classes in agreement with a community college, or through on-line/satellite courses. Distance learning classes may have age restrictions, require a placement test before registration, or a specific GPA. These courses may require the purchase of books/materials by the student.

FLEXIBLE SCHEDULING FOR SENIORS

Seniors must earn 20 credits by the end of the junior year to have the option of a flexible senior year schedule.

CREDIT RECOVERY

Credit Recovery is a computerized curriculum to assist upper classmen to recover credits. It is a program limited to students who have computer skills, and the self-discipline to maintain the pacing necessary to complete a course within a summer session or semester. Applicants for the credit recovery program must be recommended and approved by the principal.

**Athletes please be aware that a credit recovery course will not count as an NCAA core course. This would mean you would not be able to play any sport at the NCAA level coming out of high school.

ATHLETIC ELIGIBILITY

To be eligible to play sports students must successfully pass a specific number of courses each semester to participate in CHS sports programs. This is determined on an individual student basis dictated by their selected course load.

Grade 9 – 12:

Pass 3 out of 4 credit classes

(Must carry minimum load of three- 90-minute classes)

If students are enrolled in any yearlong courses, then 2 yearlong courses equal one block in each semester. The NCHSSA has detailed guidelines for these situations.

DRIVER'S LICENSE ELIGIBILITY

To be eligible to receive a Drivers Eligibility Certificate (DEC) a student must successfully pass 70% of credit classes enrolled.

Grade 9 – 12:

Pass 3 out of 4 credit classes

(three- 90-minute classes)

LOSE YOUR COOL LEGISLATION

The legislation directs public schools, community colleges, and nonpublic schools to notify the NC DMV whenever a student is given an expulsion/suspension for more than 10 consecutive days or an assignment to an alternative educational setting for more than 10 consecutive days. The law will suspend a student's permit or license for one year for the following infractions:

- ✓ The possession or sale of an alcoholic beverage or an illegal controlled substance on school property.
- ✓ The possession or use on school property of a weapon or firearm that resulted in disciplinary action under G.S. 115C-391(d1) or that could have resulted in that disciplinary action if the conduct had occurred in a public school.
- ✓ The physical assault on a teacher or other school personnel on school property.

Pass 3 out of 4 credit classes

(three- 90-minute classes)

GRADUATION REQUIREMENTS

CONTENT AREA	FUTURE-READY CORE
English	4 Credits
Mathematics	4 Credits
Science	3 Credits
Social Studies	4 Credits
Second Language	Not required for graduation, but a two-credit minimum is required for admission to a university in the UNC system.
Health and Physical Education	1 Credit
Electives	8 Credits - 3 elective credits of any combination; - 4 electives credits (strongly recommended) from one of the following: CTE, Arts Education or any other subject
Career/Technical	
Arts/Education	
TOTAL	24 CREDITS
	**CPR INSTRUCTION REQUIRED

Pathways & Electives

Business, Finance & Information

Technology

Microsoft ITA (Word/PowerPoint)
Multimedia & Webpage Design
Ecommerce 1
Computer Programming 1
Principles of Business & Finance
Accounting 1
Career Management
Business Law
Personal Finance

Agriculture

Agriscience Applications
Ag Mechanics I
Ag Mechanics II
Ag Mechanics II: Small Engines

Health Science

Health Team Relations
Health Science 1
Health Science 2
Nursing Fundamentals I

Physical Education Electives

Adv. PE (Weightlifting)

Music

Band I
Band II
Band III
Band IV
Chorus I
Chorus II
Chorus III
Chorus IV

Miscellaneous Electives

Yearbook/Newspaper
Broadcast Journalism

Visual Arts

Visual Art I
Visual Art II
Visual Art III
Visual Art IV

Foreign Language

Spanish I
Spanish II
Spanish III
Spanish IV
Spanish Heritage I
Spanish Heritage II Honors

COLUMBIA EARLY COLLEGE HIGH SCHOOL

Columbia High School also operates Columbia Early College High School. This allows us to continue to serve a diverse population using best instructional practices while allowing students that chose to be in Early College the means to obtain up to two years of college credit while still in high school. This is possible as some college classes are dual credit, allowing a class taken for college credit to also count as a high school credit upon successful completion of the college class. These college courses will be taught by community college instructors on-site, via the Information Highway, online or a hybrid of those methods. Students choosing to stay for a 5th year (grade 13) have the option of driving to the community college campus, taking online college classes at home or on the high school campus, or taking high school classes. Grade 13 high school class requirements will be attendance in the “Super Senior Seminar” course for 90 minutes per week where they will be working on completing college assignments. Additionally, they do not have to follow the county uniform policy during attendance on the high school campus. They may also participate in breakfast and lunch programs as well as seek assistance from regular classroom teachers, counselors and tutors.

College Student Success -ACA 122

A requirement for all students enrolled in our ECHS. This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition.

BUSINESS, FINANCE, AND INFORMATION TECHNOLOGY EDUCATION

Business, Finance, and Information Technology Education prepares students for successful transition from school to work and postsecondary education. It empowers them to use business principles and concepts while they manage their current and future responsibilities as informed consumers and productive workers.

Business, Finance, and Information Technology Education is a broad, comprehensive curriculum that provides students with meaningful instruction for and about business, finance, and information technology. Business, Finance, and Information Technology Education plays a major role in preparing a competent, business-literate, and skilled workforce. The basic skills of reading, writing, and computation are an integral part of the business and information technology program. Computer literacy and proficiency in the various applications are emphasized. Development of human relations/interpersonal, employability, economic, and entrepreneurial skills is a part of each of the career majors. Opportunities to develop and apply leadership, social, civic, and business-related skills are provided through Future Business Leaders of America (FBLA), the Career-Technical Student Organization for business and information technology education students.

MICROSOFT IT ACADEMY: WORD, POWERPOINT, AND PUBLISHER

Prerequisite: None

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. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. 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 helps prepare students for the Microsoft Office Specialist (MOS) in Word and/or PowerPoint.

MULTIMEDIA AND WEBPAGE DESIGN

Prerequisite: Microsoft Word and Power Point.

This course focuses on desktop publishing, graphic image design, computer animation, multimedia production and webpage design. Communication skills and critical thinking are reinforced through software applications. Work-based learning strategies appropriate for this course include cooperative education, internship, school-based enterprise, service learning, and job shadowing. 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.

eCOMMERCE 1

Prerequisite: BD10 Multimedia and Webpage Design

Grade Levels: 10-12

Recommended Maximum Enrollment: 20*

This course is designed to help students master skills in the design and construction of complex web sites for conducting business electronically. Emphasis is on skill development in advanced web page construction and entrepreneurial applications of conducting business electronically as well as economic, social, legal, and ethical issues related to electronic business. Students learn through project-based applications as they plan, design, create, publish, maintain, and promote an e-commerce website.

COMPUTER PROGRAMMING 1

Prerequisite: None (Math 1 recommended)

Recommended Maximum Enrollment: 20*

This course is designed to introduce the concepts of programming, application development, and writing software solutions in the Visual Studio environment. Emphasis is placed on the software development process, principles of user interface design, and the writing of a complete Visual Basic program including obtaining and validating user input, logical decision making and processing, graphics, and useful output. Mathematics is reinforced. Work-based learning strategies appropriate for this course include entrepreneurship, mentorship, school-based enterprise, service learning, and job shadowing. 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.

PRINCIPLES OF BUSINESS AND FINANCE

Prerequisite: None

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. 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.

ACCOUNTING I

Prerequisite: None

This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. 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.

BUSINESS LAW

Prerequisite: Principles of Business and Finance

This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws. Social studies and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, internship, and job shadowing. 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.

CAREER MANAGEMENT

Prerequisite: None

This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to communications, interpersonal skills, problem solving, personal management and teamwork. Work-based learning strategies appropriate for this course include business/industry field trips, internships, job shadowing, and service learning. Student participation in Career and Technical Student Organization, (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

PERSONAL FINANCE

Prerequisite: None

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand real world consumer rights, responsibilities and information, protect personal and family resources, income management, spending, savings, investments, and apply procedures for managing personal finances. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Future Business Leaders of America (FBLA) and 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.

AGRICULTURE EDUCATION

The quality Agricultural Education program is designed for delivery through a balance of these three core educational strategies:

- Classroom/Laboratory Instruction – quality instruction in and about agriculture that utilizes a "learning by doing" philosophy.
- Supervised Agricultural Experience (SAE) Programs– Students put knowledge and theory to use through relevant, experiential, agricultural learning projects. While completing SAE projects, students learn to apply the concepts and principles taught in their agriculture classes to real-world problems and scenarios.
- FFA Student Organization Opportunities – FFA activities are an integral part of the agricultural education program in which students experience numerous opportunities for developing premier leadership, personal growth, and career success.

A quality agricultural education program has a balanced utilization of these three core components. These components are best carried out when the following strategies are employed:

- Community-Based Planning – involvement of the school administration and community in the planning and coordination of the program is essential to success.
- Professional Development – agriculture teachers take advantage of opportunities for professional development and growth.
- Partnerships – the development of alliances with community and business leaders is essential for program success.
- Marketing – every agricultural education program needs a successful marketing strategy in place to attract and retain students and the support of the community that is being served.

AGRISCIENCE APPLICATIONS

Prerequisite: None

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, leadership and FFA, employability skills and introduction to all aspects of the total agricultural industry. Work-based learning strategies appropriate for this course are field trips, shadowing, agriscience projects, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

AGRICULTURAL MECHANICS I

Prerequisite: None

Recommended Maximum Enrollment: 20*

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, accidents, 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. Skills in physics, geometry, and algebra are reinforced in this course. Work-based learning strategies appropriate for this course are agriscience projects, field trips, shadowing, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

AGRICULTURAL MECHANICS II

Prerequisite: Agricultural Mechanics I

Recommended Maximum Enrollment: 20*

This course expands upon the knowledge and skills learned in Agricultural Mechanics I. 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. Work-based learning strategies appropriate for this course are agriscience projects, internships, cooperative education, apprenticeship, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

AGRICULTURAL MECHANICS II—Small Engines

Prerequisite: AS31 Agricultural Mechanics I

Recommended Maximum Enrollment: 20*

This course provides hands-on instruction and emphasizes small engine systems including the compression, fuel, electrical, cooling and lubrication systems. Troubleshooting methods are emphasized. In addition, students learn how to select engines for specific applications. Materials will be covered to prepare students for the Master Service Technician Exam. Safety skills will be emphasized as well as leadership development and work-based learning. Opportunities exist for students to conduct internships or apprenticeships as small engine technicians.

HEALTH SCIENCE EDUCATION

Health Science Education is a broad curriculum at the middle and high school levels that provides students with meaningful instruction for and about health care careers. Health Science Education plays a major role in meeting present and predicted needs for health care professionals within a health care delivery system characterized by diversity and changing technologies. Health Science Education is designed to prepare graduates as viable competitors in the health care industry and for advanced educational opportunities. Opportunities to develop and apply leadership, social, civic, and health care skills are provided through Health Occupation Students of America (HOSA), the Career and Technical Student Organization for health science education. Students may prepare to earn certification in Nurse Aide I.

HEALTH TEAM RELATIONS

Prerequisite: None

This course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced. Work-based learning strategies appropriate for this course include service learning, field trips, and job shadowing. Apprenticeship and cooperative education are not available for this course. English language arts and social studies are reinforced in this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills to authentic experiences.

HEALTH SCIENCE I

Prerequisite: None (Biology is recommended.)

This course focuses on human anatomy, physiology and human body diseases and disorders, 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. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

HEALTH SCIENCE II

Recommended Maximum Enrollment: 20*

Prerequisite: Health Science I

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 current CPR and first aid training. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Nursing Fundamentals

Maximum Enrollment: 10* Hours of Instruction: 270 (block) 300 (regular)

Prerequisite: HU42 Health Science II

This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHRS) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NC NAI Registry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include a required clinical internship in a long-term care agency. Healthcare agencies may require testing for tuberculosis and/or other diseases and a criminal record check for felonies related to drugs. Cooperative education is not available for this course. HOSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *Enrollment is limited per North Carolina Board of Nursing (BON) Administrative Rule 21 NCAC 36.0318(i), which requires the ratio of teacher to nurse aide students be 1:10 or less while in the clinical area. DHRS applies BON Rule to the classroom training area.

GUIDELINES FOR PLACEMENT IN HONORS ENGLISH

Rationale: In order to meet the goal of increasing students' critical thinking skills and/or their competitive edge as they apply for scholarships, admission to highly selective universities, etc. Honors English courses are offered at each grade level.

Students must meet the recommended criteria:

- ✓ Previous year's English GPA: 80 or above
- ✓ Teacher recommendation
- ✓ Self-motivation to meet the stringent requirements for the course

ENGLISH I

Prerequisite: None
Grade Levels: 9

Students in English I will read and understand complex texts, both literary and informational. English I texts will focus on understanding genre and introducing students to a more analytical approach to reading. Students will be exposed to texts from both from the United States and around the world. Students will read at least one Shakespearean play and a foundational United States document. Writing will focus on reviewing conventions and creating sophisticated and organized essays over short and long periods of time. Each year students will be required to create argumentative, informative, and narrative texts incorporating new and more advanced vocabulary. Students will be able to adjust their speaking and listening appropriately to a variety of settings.

ENGLISH I HONORS

Prerequisite: Specific Eligibility Requirements (See Guidelines for Placement in Honors English.)
Grade Levels: 9

Expectations for honors students will be similar to those of English I but at a faster pace and a more advanced level. Student assignments will be more independently driven and more outside of class reading may be assigned.

ENGLISH II

Prerequisite: English I

Students in English II will read and understand complex texts, both literary and informational. English II texts will focus on World literature as it relates to global issues. Students will also read at least one Shakespearean play and a foundational United States document related to unit themes. Writing will focus on practicing conventions and creating sophisticated and organized essays over short and long periods of time. Each year students will be required to create argumentative, informative, and narrative texts incorporating new and more advanced vocabulary. Vocabulary will focus on root words connected to a variety of disciplines. Through various activities and assignments, students will practice adjusting speaking and listening appropriately to a variety of settings. Students will complete a statewide English II test at the end of the year.

ENGLISH II HONORS

Prerequisite: See Guidelines for Placement in Honors English.

Expectations for honors students will be similar to those of English II but at a faster pace and a more advanced level. Student assignments will be more independently driven and more outside of class reading may be assigned.

ENGLISH III

Prerequisite: English I & II

Students in English III will read and understand complex texts, both literary and informational. English III texts will focus on understanding American Literature as it relates to our nation's history and culture. Students will read at least one Shakespearean play and a foundational United States document. Writing will focus on researching a topic and creating sophisticated and organized essays over short and long periods of time. Each year students will be required to create argumentative, informative, and narrative texts incorporating new and more advanced vocabulary. Students will be able to adjust their speaking and listening appropriately to a variety of settings.

ENGLISH III HONORS

Prerequisite: English I & II

Expectations for honors students will be similar to those of English III but at a faster pace and a more advanced level. Student assignments will be more independently driven and more outside of class reading may be assigned.

ENGLISH IV

Prerequisite: English I, II, III

Students in English IV will read and understand complex texts, both literary and informational. English IV texts will focus on British Literature. Students will read at least one Shakespearean play, and foundational United States documents will be incorporated with unit themes. Writing will focus on refining conventions and creating sophisticated and organized essays over short and long periods of time. Each year students will be required to create argumentative, informative, and narrative texts incorporating new and more advanced vocabulary.

ENGLISH IV HONORS

Prerequisite: See Guidelines for Placement in Honors English.

Grade Levels: 12

Expectations for honors students will be similar to those of English IV but at a faster pace and a more advanced level. Student assignments will be more independently driven and more outside of class reading may be assigned.

BROADCAST JOURNALISM

Prerequisite: A 2.5 GPA or higher and an application must be completed and returned for approval by the teacher
Grade Levels: 11-12

Students work individually and in a group to produce the daily edition of the high school report as well as special projects for the CHS Newsletter. Students would study the history and art of film in an effort to create special interest stories for broadcast. In this course, students learn valuable skills that include script writing, multimedia reporting, digital editing, and video production; as well as, developing an understanding of how film shapes our understanding of self and society. The emphasis in this class is on teamwork and the time management skills required to meet daily, weekly, and quarterly deadlines for a journalistic product. Students receive a credit for this class.

SPANISH HERITAGE I AND II

Prerequisite: Spanish I

Students who are raised in a home where Spanish is spoken and who possess receptive (comprehension) and productive (speaking) skills in the language can take Spanish for Native Speakers. Although they speak and understand the language with a level of competence above the typical foreign language student, they still have a need to improve literacy skill. Their reading and writing needs differ vastly from those of their peers learning Spanish for the first time. This course meets the minimum course requirements for admission to the UNC system.

SPANISH IPrerequisite: 80 average in 8th grade English

This course is an introduction to the study of the Spanish language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language needs (functions). A general introduction to the culture, its products (literature, laws, foods, and games) perspectives (attitudes, values, beliefs) and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the Spanish language and culture to their own.

SPANISH II

Prerequisite: Spanish I

This course provides students with opportunities to continue the development of their listening, speaking, reading and writing skills. Students participate in simple conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the culture. Focus is placed on understanding main ideas. Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values of the Spanish culture.

SPANISH III

Prerequisite: Spanish II

This course 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, they initiate and maintain face-to-face communication. They identify main idea(s) and significant details in discussions, presentations, and written texts within a cultural context; read and interpret authentic materials; narrate and describe in sentences, groups of related sentences, and short cohesive passages in present, past, and future time; and compose messages, announcements, personal notes, and advertisements. They continue to refine their knowledge and understanding of the Spanish language and culture and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in the Spanish culture, and by applying their knowledge and skills inside and outside of the classroom setting.

SPANISH IV

Prerequisite: Spanish III

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics in past, present, and future time. They satisfy routine social demands and meet most social requirements. 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 culture and its influence throughout the world. Students are able to connect the Spanish language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside of the classroom setting.

HEALTH AND PHYSICAL EDUCATION

HEALTH & PHYSICAL EDUCATION 9

Prerequisite: None
Grade Levels: 9

This course is designed to offer students instruction in the areas of mental and consumer health, nutrition, chemical and substance abuse, communicable diseases, family life, and safety. Students also have an individual and group exercise program as a part of the physical education component. Skill instructions include: throwing, catching, running, and coordination.

WEIGHTS: ADVANCED PE

Prerequisite: Health & PE 9
Grade Levels: 10-12

This course promotes total body development, including flexibility. Each student will be able to develop his/her own program, implement that program and show an improvement by an increase in performance. The coaching staff highly recommends this course for athletes in their sophomore & higher years.

****A student may only take one PE class per year.**

CPR instruction is a graduation requirement.

JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC)

The Army Junior Reserve Officer Training Corps (JROTC) is a program offered to high schools that teaches students (Cadets) character education, student achievement, wellness, leadership, and diversity. Collectively, these lessons motivate students to be better citizens. In addition to promoting citizenship, JROTC also prepares students for post-secondary options including college or the workforce.

The JROTC curriculum includes course work on leadership, civics, geography and global awareness, health, and wellness, language arts, life skills, and U.S. history. The curriculum is based on the principles of performance-based, learner-centered education and promotes development of core abilities: capacity for life-long learning, communication, responsibility for actions and choices, good citizenship, respectful treatment of others, and critical thinking techniques. The curriculum is facilitated and taught by retired Army personnel.

JROTC I

This course provides practical application of basic individual skills developed during the JROTC course. It reinforces instruction received in leadership, wellness, fitness, first aid, geography, earth science, citizenship, and basic military skills (drill and map reading). This course also introduces history of the U.S. Army and the chain of command. Students have the opportunity to compete as members of squad level drill and rifle teams and first year color guards. Students may elect to become members of the varsity drill and pellet rifle teams.

MATHEMATICS EDUCATION

Calculators will be used regularly for instruction in all math courses. The purchase of a TI-84 calculator is recommended.

What are NC Math I, NC Math II, and NC Math III?

These courses develop mathematics across multiple categories, continue to promote diverse mathematical insights and nurture differing strengths and talents.

Algebra, Functions & Function Families		
NC Math 1	NC Math 2	NC Math 3
Functions represented as graphs, tables or verbal descriptions in context		
Focus on comparing properties of linear function to specific non-linear functions and rate of change.	Focus on properties of quadratic functions and an introduction to inverse functions through the inverse relationship between quadratic and square root functions.	A focus on more complex functions
• Linear	• Quadratic	• Exponential
• Exponential	• Square Root	• Logarithm
• Quadratic	• Inverse Variation	• Rational functions w/ linear denominator
		• Polynomial w/ degree < three
		• Absolute Value and Piecewise
		• Intro to Trigonometric Functions

FOUNDATIONS OF MATH I

The study of Foundations of Math I provides a foundation in skills necessary for students to be successful in Math I. The primary concepts taught in this course are the four fundamental operations of real numbers and their use in the solution of simple equations and related problems. After this course, student will take Math I.

FOUNDATIONS OF MATH II

Prerequisites NC Math 1

Foundations of Math II is a course designed to provide a student with the skills needed to be successful in the study of Math II. This course will focus on postulates, theorems and definitions related to geometric figures. Students will begin to learn and practice the concepts of formal and indirect proofs. Algebraic skills are reinforced as they are applied to problem solving in Math II.

FOUNDATIONS OF MATH III

Prerequisites NC Math 1 and NC Math 2

The Foundations of NC Math 3 course continues a student's study of advanced algebraic and geometric concepts including the use of geometric and algebraic properties of figures to solve problems, systems of functions, and inequalities. Reasoning skills and modeling are emphasized.

NC MATH I

Prerequisite: None

Math I provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data.

*At the conclusion of this course students are required to take the Math I EOC exam.

Students must pass this course in order to be promoted to the 10th grade.

NC MATH II

Prerequisite: NC Math I

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

NC MATH III

Prerequisite: NC Math I and NC Math II

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 complex number system, inverse functions, trigonometric functions and the unit circle. Math III also includes the geometric concepts of conics and circles.

PRE-CALCULUS-HONORS

Prerequisite: NC Math III (recommended grade of 90+ to be successful)

Pre-Calculus provides students an honors-level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for calculus. Applications and modeling should be included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, should be used regularly for instruction and assessment. (The purchase of a TI-84 calculator is strongly recommended.)

Prerequisites

- Describe phenomena as functions graphically, algebraically and verbally; identify independent and dependent quantities, domain, and range, input/output, mapping.
- Translate among graphic, algebraic, numeric, tabular, and verbal representations of relations.
- Define and use linear, quadratic, cubic, exponential, rational, absolute value, and radical functions to model and solve problems.
- Use systems of two or more equations or inequalities to solve problems.
- Use the trigonometric ratios to model and solve problems.
- Use logic and deductive reasoning to draw conclusions and solve problems.

DISCRETE MATH I

Prerequisite: NC Math III

Discrete Math introduces students to the mathematics of networks, social choice, and decision-making. The course extends students' application of matrix arithmetic and probability. Applications and modeling are central to this course of study. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment. This course is accepted as the fourth math for admission to UNC System institutions. The final exam is the North Carolina Final Exam for Discrete Math.



MUSIC EDUCATION

VOCAL MUSIC I BEGINNING

Prerequisite: An Interest in Singing

Chorus I is an entry-level course which continues to build on the comprehensive education students have received in grades K-8. Students participating in a Vocal course are expected to meet all of the goals and objectives provided in the Standard Course of Study. Chorus I will provide students with opportunities to:

- ✓ Develop and demonstrate appropriate vocal practices and refine the use of the voice as an instrument
- ✓ Sing vocal literature which may include changes in tempi, keys, and meters in modest ranges
- ✓ Sing vocal literature representing diverse genres, styles, and cultures
- ✓ Apply reading and notating skills
- ✓ Develop an understanding of vocal performance with a group and/or as a soloist
- ✓ Develop self-confidence and an appreciation for the efforts of other individuals and the choir as a whole

VOCAL MUSIC II INTERMEDIATE

Prerequisite: Chorus I

Chorus II continues to build on the comprehensive music education students received in Chorus I. Students participating in Chorus are expected to meet all of the goals and objectives provided in the Standard Course of Study. Chorus II will provide students with these additional opportunities:

- ✓ Attend North Carolina vocal music activities such as Solo and Ensemble Festival and All-State Chorus
- ✓ Take part in planning programs for the group
- ✓

VOCAL MUSIC III PROFICIENT

Prerequisite: Chorus II

Chorus III continues to build on the comprehensive music education students received in Chorus II. Students participating in Chorus are expected to meet all of the goals and objectives provided in the Standard Course of Study. Chorus III will provide these additional opportunities:

- ✓ Local tryouts to audition for the North Carolina Honors Chorus
- ✓ Perform with special small ensemble for special occasions.

VOCAL MUSIC IV ADVANCED

Prerequisite: Chorus III

Chorus IV continues to build on the comprehensive music education students have received in Chorus III. Students participating in Chorus IV are expected to meet all of the competency goals and objectives provided in the Standard Course of Study.

BAND I BEGINNING

Prerequisite: 8th Grade Band or Teacher Approval

Band I is an entry-level course which continues to build on the comprehensive music education students have received in grades K-8. Students will meet the goals and objectives provided in the Standard Course of Study. Band I will provide students opportunities to:

- ✓ Develop and demonstrate appropriate instrumental practices
- ✓ Play instrumental literature which may include changes in tempi, keys, and written in modest ranges
- ✓ Play instrumental literature representing diverse genres, styles, and cultures
- ✓ Develop skills in improvising, composing, and arranging music
- ✓ Develop skills in listening to, analyzing, and evaluating musical experiences
- ✓ Apply reading and notating skills
- ✓ Develop an understanding of instrumental literature in relationship to history, culture, and other content areas

BAND II INTERMEDIATE

Prerequisite: Band I

Band II continues to build on the comprehensive music education students have received in Band I. Students participating in Band II are provided with opportunities to:

- ✓ Develop and demonstrate appropriate instrumental practices
- ✓ Play with increased technical accuracy and expression
- ✓ Refine sight reading and ear training skills
- ✓ Play instrumental literature which includes moderate technical demands, exact ranges, and varied interpretive requirements
- ✓ Develop skills in improvising, composing, and arranging music
- ✓ Develop skills in listening to, analyzing, and evaluating musical experiences
- ✓ Apply reading and notating skills
- ✓ Develop an understanding of instrumental literature in relationship to history, culture, and other content areas

BAND III PROFICIENT

Prerequisite: Band II

Band III continues to build on the comprehensive music education students have received in Band II. Students participating in Band III are provided with opportunities to:

- ✓ Develop and demonstrate advanced instrumental practices
- ✓ Play with increased technical accuracy and expression
- ✓ Refine sight reading and ear training skills
- ✓ Play moderately difficult instrumental literature which requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various styles and rhythms in a variety of keys
- ✓ Play instrumental literature representing diverse genres, styles, and cultures
- ✓ Develop skills in improvising, composing, and arranging music
- ✓ Develop skills in listening to, analyzing, and evaluating musical experiences
- ✓ Apply reading and notating skills
- ✓ Develop an understanding of instrumental literature in relationship to history, culture, and other content areas

BAND IV ADVANCED

Prerequisite: Band III

Band IV continues to build on the comprehensive music education students have received in Band III. Students participating in Band IV are provided with opportunities to:

- ✓ Develop and demonstrate advanced instrumental practices
- ✓ Play with increased technical accuracy and expression
- ✓ Refine sight reading and ear training skills
- ✓ Play difficult instrumental literature which requires advanced technical and interpretive skills, ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements
- ✓ Play instrumental literature representing diverse genres, styles, and cultures
- ✓ Develop skills in improvising, composing, and arranging music
- ✓ Develop skills in listening to, analyzing, and evaluating musical experiences
- ✓ Apply reading and notating skills with traditional and non-traditional music
- ✓ Develop an understanding of instrumental literature in relationship to history, culture, and other content areas



YEARBOOK/NEWSPAPER

YEARBOOK/NEWSPAPER

Prerequisite: Instructor/Principal approval and application form due to limited enrollment

Grade Levels: 10-12

Enrollment in this course will be limited in number and by instructor/principal approval only. All staff members will be obligated to sell ads and participate in any other fund raising projects needed to cover the cost of the yearbook. Staff members will be required to meet, when necessary, after school and on weekends to complete any work not done in class. Each staff member will be responsible for completing a specified number of pages in the yearbook. The course will involve designing pages, writing copy, and photography—putting together the yearbook.

EARTH/ENVIRONMENTAL SCIENCE

Prerequisite: None
Grade Levels: 9-12

The earth/environmental science curriculum focuses on the function of the earth's systems. Emphasis is put on Human Impact of Earth and its resources. Lab experiences and science projects are required. The areas of inquiry include:

- ✓ Energy in the earth system
- ✓ Geochemical cycles
- ✓ Origin and evolution of the earth system
- ✓ Earth's role as a body in space
- ✓ Predictability of a dynamic earth
- ✓ Human interactions with the earth's geologic and environmental systems

BIOLOGY

Prerequisite: none
Grade Levels: 9-12

The Biology curriculum is designed to continue student investigations of the biological sciences begun in grades K-8. This course provides learning experiences that will allow students to develop an appreciation for biological processes and to discover how life science is an integral part of other sciences and of society. Students will gain an understanding of the cell, molecular basis of heredity, and biological evolution. The course will direct students to investigate the interdependence of organisms as well as acquire an understanding of the matter, energy and organization in living systems, as well as their ability to demonstrate adaptive responses. The curriculum emphasizes scientific inquiry into the following content areas:

- ✓ The cell
- ✓ Molecular basis of heredity, including the continuum of genetic technology and engineering
- ✓ Biological evolution
- ✓ Interdependence of organisms
- ✓ Matter, energy and organization in living systems
- ✓ Behavior of organisms

Dissections, lab experiences, and science projects are required. The final exam is a standardized North Carolina end-of-course test.

PHYSICAL SCIENCE

Prerequisite: E/Env. Science. This course is strongly recommended as an elective for students considering chemistry and/or physics. Students could take biology and physical science or earth science and biology in the same year.
Grade Levels: 9-12 (teacher recommendation is required to enroll as a 9th grader)

The Physical Science curriculum is designed to continue the investigation of the concepts that guide inquiry in the practice of science begun in earlier grades. The Physical Science course will provide a rich knowledge base to provide a foundation for the continued study of science. The investigations should be approached in a qualitative manner in keeping with the mathematical skills of the students. The curriculum will integrate the following topics from both chemistry and physics:

- ✓ Structure of atoms
- ✓ Structure and properties of matter
- ✓ Motions and forces
- ✓ Electricity and Magnetism
- ✓ Conservation of energy, matter and charge

Lab experiences and science projects are required.

WORLD HISTORY

Prerequisite: None

World History is a course that gives students the opportunity to study six major periods of World History, with a focus on how events in world history have impacted the modern world beginning with the birth of civilizations and continuing through the 20th century. This course will study major turning points that shaped our modern world. Through the study of World History, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will develop relevant enduring understandings of current world issues and relate them to their historical, political, economic, geographical and cultural contexts in the course. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of civilizations of the past and societies around the world. Students taking this course will broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, technology, etc. World History is a requirement for graduation.

AMERICAN HISTORY I: THE FOUNDING PRINCIPLES

Prerequisite: none

The study of United States History builds on historical and geographical perspectives gained from the elementary and middle level study of North Carolina and the United States. In order to include the perspectives of the twenty-first century, the study of American History I begins with the Federalist Period and continues through 1877 with the ending of the Reconstruction Period. In North Carolina, the study of history no longer supports memorization of unexamined and isolated facts but emphasizes the thinking skills to detect trends, analyze movements and events, and develop a “sense of history”.

AMERICAN HISTORY II

Prerequisite: None

The study of United States History builds on historical and geographical perspectives gained from the elementary and middle level study of North Carolina and the United States. In order to include the perspectives of the twenty-first century, the study of American History II begins with the culmination of the Reconstruction period following the Civil War and ends with the events of September 11, 2001 and the War on Terror. In North Carolina, the study of history no longer supports memorization of unexamined and isolated facts but emphasizes the thinking skills to detect trends, analyze movements and events, and develop a “sense of history”.

AMERICAN HISTORY: THE FOUNDING PRINCIPLES, CIVICS & ECONOMICS

Prerequisite: none

Civics and Economics has been developed as a course that provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance. The purpose of this course is to help prepare students to become responsible and effective citizens in an interdependent world. Students will gain an increased understanding of the institutions of constitutional democracy and the fundamental principles and values upon which they are founded, the skills necessary to participate as effective and responsible citizens and the knowledge of how to use democratic procedures for making decisions and managing conflict. Additionally, the Economic and Personal Financial Literacy components of the course provide students with an understanding of the role economic factors play in making economic decisions, the ability to reason logically about key economic issues and the knowledge and skills needed to manage personal financial resources effectively for lifetime financial security. This course has been aligned to the requirements of Session Law 2011-273 House Bill 588 The Founding Principles Act. Civics and Economics is a requirement for graduation.

VISUAL ARTS EDUCATION

In grades 9-12, students develop deeper and more profound work reflecting both their emotional maturity and their creative and critical problem solving abilities. They are physically capable of producing work that demonstrates more sophisticated technical skill. Their work, at its best, reflects a high level of synthesis leading to original and personal interpretation. Using an extensive and precise vocabulary, they should express well-reasoned thoughts about their own and other work. They should be sensitive to the artistic qualities in works of art, nature and human environments. Likewise, students should be able to relate what they have learned from the study of the historical and cultural context of art to situations in contemporary life.

VISUAL ARTS I BEGINNING

Prerequisite: None

You don't have to be a Picasso to be in ART 1. All you need is a desire to learn and have fun doing it. We will create drawings, painting, pottery, prints and sculptures. You'll also learn about famous artists. Frequent field trips to Pocasin Arts will give you the opportunity to work with professional artists.

VISUAL ARTS II INTERMEDIATE

Prerequisite: Grade "C" or above in Art I

In this class you will learn advanced techniques in drawing and painting. You'll learn from the masters themselves, Van Gogh, Picasso, and Monet. You will also learn how to judge what "good art" is. Sign up if you are up for the challenge.

VISUAL ARTS III PROFICIENT

Prerequisite: Grade "C" or above in Visual Arts II

You will create more 3-D works in clay and other sculpture mediums. Guest artists will come in to give demonstrations. We will go on a field trip to an art museum or gallery. Your skill levels will continue to improve in drawing and painting as well.

VISUAL ARTS IV ADVANCED

Prerequisite: Grade "C" or above in Visual Arts III

Students will be given the opportunity to go for art scholarships if desired. To do so, a portfolio of work will be put together. Students will research careers in art and visit with artists in various art jobs. Fine tuning one's own style of art is the main focus.



DISTANCE LEARNING

On-line classes by their design are an independent approach to learning. Certain skills are a prerequisite to enrollment to insure a successful learning experience. These skills include the ability to navigate within the Internet, software knowledge about Blackboard or other specified programs, *self-discipline* to maintain a consistent pace to complete the course within the designated semester(s), and *self-motivation* to earn a minimum of a C to have a transferable credit to a college/university.

Columbia High School On-Line Learning sites

Information Highway classroom
Academic computer lab
SLC computer lab

ON-LINE PROVIDERS:

1. NCSSM – North Carolina School for Science and Math: interactive broadcast class meeting in the Information Highway room
2. BCCC - Beaufort County Community College: interactive broadcast class meeting in the Information Highway room
3. www.ncvps.org - North Carolina Virtual Public School: **high school online credit** courses, including Advanced Placement Courses and high school courses for remediation.

LIMITATIONS TO ON-LINE AVAILABILITY

On-line classes are paid through state and school funding. In any year budget constraints (availability of funding) and teacher availability can affect the number of courses the on-line provider offers and in which semester the courses are offered. **Since Columbia High School has no control over these course offerings the student must remain flexible and register for course topics that might not be their first choice if they wish to take an on-line course.** CHS remains in constant contact with the providers and as soon as we receive information it is shared with students.