

Curriculum Guide and Career Development Handbook



A Student-Parent Planning Guide
2016-2017

Columbia High School
PO Box 419
Columbia, NC 27925

TABLE OF CONTENTS

INTRODUCTION TO THE CURRICULUM GUIDE	3
ACADEMIC AWARDS/PROGRAMS	4
NORTH CAROLINA.....	4
ACADEMIC SCHOLARS PROGRAM	4
AWARD RECOGNITION	4
HONOR GRADUATE.....	4
MARSHALS	4
VALEDICTORIAN AND SALUTATORIAN	5
PRESIDENTIAL EDUCATION AWARDS PROGRAM	5
ADVANCED PLACEMENT PROGRAM	6
DIPLOMA ENDORSEMENTS	6
COLUMBIA HIGH SCHOOL QUALITY POINT/ GPA/ CLASS RANKING.....	7
GRADE LEVEL PROMOTION REQUIREMENTS	9
GRADUATION REQUIREMENTS.....	9
END-OF-COURSE EXAMS, NC FINAL EXAMS (NCFEs).....	9
SUMMER SCHOOL GRADING FORMULAS.....	9
REGISTRATION GUIDELINES.....	10
COURSE SELECTIONS.....	10
FLEXIBLE SCHEDULING FOR SENIORS.....	10
CREDIT RECOVERY.....	10
ATHLETIC ELIGIBILITY	10
DRIVER'S LICENSE ELIGIBILITY	11
LOSE YOUR COOL LEGISLATION	11
GRADUATION REQUIREMENTS FOR THE CLASS OF 2016	12
COLUMBIA EARLY COLLEGE HIGH SCHOOL.....	13
Five-Year Columbia Early College High School Educational Plan	14
BUSINESS, FINANCE, AND INFORMATION TECHNOLOGY EDUCATION	16
YEARBOOK/NEWSPAPER	18
AGRICULTURE EDUCATION	19
FAMILY AND CONSUMER SCIENCES EDUCATION.....	22
ENGLISH/LANGUAGE ARTS EDUCATION	24
FOREIGN LANGUAGE EDUCATION	26
HEALTH AND PHYSICAL EDUCATION.....	28
MATHEMATICS EDUCATION.....	29
MUSIC EDUCATION.....	31
SCIENCE EDUCATION.....	34
SOCIAL STUDIES EDUCATION.....	36
VISUAL ARTS EDUCATION.....	37
OCCUPATIONAL PREP	38
OCCUPATIONAL COURSE OF STUDY	39
WORK STUDY	42
DISTANCE LEARNING	43

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.

TITLE IX
CONTACT PERSON
JANA RAWLS
Tyrrell County Schools
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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 Improvement

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.

ADVANCED PLACEMENT PROGRAM

Advanced Placement courses have a curriculum that is equivalent to a first-year college level course. The classes are challenging, and the preparation time outside of the classroom is demanding. **It is not unusual for students to spend 1-2 hours in preparation for an AP class.** In May, students can elect to take the AP Examination. There is a fee to order the test. The fee is approximately \$82 per exam. Fee waivers are available if the family income falls within the economic guidelines. If funds are available through other funding sources, the high school tries to supplement the cost to assist students.

AP EXAMINATION RESULTS

Colleges do not follow the same, or even similar, procedures upon receipt of AP Examination grades. Some grant credit and placement, some placement only, or credit only. Some colleges grant as much as sophomore standing to students who have demonstrated their competence in three or more of these examinations. Please review the practice of the colleges to which you apply. Do not assume placement or credit is automatically given. (A grade of 3 out of a high of 5 is usually the minimum score accepted by colleges.) AP score results are not posted until July.

AP SCHOLAR AWARDS

Students who receive grades of 3 or higher on three or more AP Examinations receive an AP Scholar Award. The male and female student receiving the highest average grades on the greatest number of AP Examinations in their state receive the AP State Scholar Award. The equivalent highest grades at the national level receive the National AP Scholar Award.

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 in 2015-2016;

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 Juniors and Seniors**. Effective with the freshman class of 2015-16, the weighting for Honors courses shall be one-half (.5) of a quality point.

Advanced Placement/International Baccalaureate (AP/IB) courses - Course content, pace and academic rigor are considered college-level as determined by the College Board or the International Baccalaureate (IB) program and are designed to enable students to earn high scores on the AP or IB test, potentially leading to college credit. The state weighting system awards the equivalent of two (2) quality points to the grade earned in an AP/IB course for **Juniors and Seniors**. Effective with the freshman class of 2015-16, the weight for AP/IB courses shall be one (1) quality point.

College courses (“dual enrollment”) - Course content, pace and academic rigor are, by definition, college-level for these courses. College courses, 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 EFFECTIVE 2009
and beyond**

Students entering a State University in Fall	Minimum GPA	Minimum SAT	Minimum ACT
Fall 2009	2.0	700	15
Fall 2010	2.0	700	15
Fall 2011	2.3	750	16
Fall 2012	2.3	750	16
Fall 2013 (and beyond)	2.5	800	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 the Graduation Project
- ✓ Successful completion of Future Ready Core Course of Study or Occupational Course of Study for students entering high school in 2009 and after.

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: Math I, 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 an eight period day. Courses are either one year or semester in length. On-line courses or broadcast courses from a community college can be a semester in length or yearlong. Students are encouraged to include one study hall in course selections to provide time for research and course preparation.

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 one semester. Applicants for the credit recovery program must be recommended and approved by the principal.

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 – 11:

Pass 6 out of 8 credit classes

Pass 6 out of 7 credit classes

Grade 12:

Pass 6 out of 6 credit classes

Pass 6 out of 7 credit classes

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 – 11

Pass 6 out of 8 credit classes

Pass 5 out of 7 credit classes if one is a study hall.

Grade 12

Pass 4 out of 5 credit classes

Pass 5 out of 6 credit classes

Pass 5 out of 7 credit classes

Pass 6 out of 8 credit 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 6 out of 8 credit classes

GRADUATION REQUIREMENTS FOR THE CLASS OF 2016

	AVAILABLE FOR NINTH GRADERS 2000 - BEYOND	FOR NINTH GRADERS ENTERING IN 2012/13 AND LATER
CONTENT AREA	OCCUPATIONAL	FUTURE-READY CORE
English	4 Credits	4 Credits
Mathematics	3 Credits	4 Credits
Science	2 Credits	3 Credits
Social Studies	2 Credits	4 Credits
Second Language	Not Required	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	1 Credit
Electives	6 Credits	8 Credits - 4 elective credits of any combination; - 4 elective credits (strongly recommended) from one of the following: CTE, Arts Education or any other subject
Career/Technical	4 Credits	
Arts/Education	2 Credits	
TOTAL	24 CREDITS	24 CREDITS
	CPR INSTRUCTION REQUIRED	CPR INSTRUCTION REQUIRED

COLUMBIA EARLY COLLEGE HIGH SCHOOL

In collaboration with the North Carolina New Schools Project, 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 classes at home or on the high school campus provided they have not completed all local graduation requirements. Grade 13 high school class requirements will be attendance in a “Super Senior Seminar”, one 90 minute block per week where they will be working on completing the Graduation Project requirements and/or 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.

Freshmen Seminar

This class is a year-long class offered during the Student Support/ACA 122 block. The class utilizes Covey’s 7 Habits of Highly Effective Teens as a basis for discussion of college readiness strategies, character development, and self-advocacy. CFNC’s website will be used to determine learning styles and personality types to allow students to begin to look at career options geared to what they have discovered. Many opportunities will be provided to allow volunteering in the community and college visits.

ECHS Student Support

Prerequisite: Recommendation by a teacher/counselor
Grade Levels: 9

Offered for freshmen enrolled in Early College. Students have access to technology and teacher assistants to help them adapt to high school and college level course work and responsibilities. This class is to be used to complete work for Freshmen Seminar and the ACA College Student Success, as well as makeup high school course work and missed tests. Students may make appointments to see teachers, counselors and the college liaison during this time.

Five-Year Columbia Early College High School Educational Plan

First Year – Freshman
English I Or Honors English I
Math I or Math II
Earth/Environmental Science Or Biology Or Physics
Elective / Foreign Language
Health/PE
Elective (Art, Career Technical Education, Chorus, Band)
ACA 111/Freshmen Seminar
Support Class/Tutorial or Elective

Second Year – Sophomore
English II Or Honors English II
Advanced Functions and Modeling Or Math II Or Math III Or Pre-Calculus Or AP Statistics
World Civilizations I & II (HIS 111 and 112)
AP Biology AP Environmental Science Or Honors Chemistry
Spanish I or Spanish II or Spanish for Native Speakers I
BCCC College Course (BLOCKED; 2 periods) Or Elective and Study Hall

Third Year – Junior
English III Or Honors English III Or ENG 111/112
American History I and American History II Or HIS 131/132 or Online AP US History (Must also have a second higher social studies credit.)
Math III or Advanced Functions and Modeling or Pre-Calculus or AP Statistics or College Mathematics Course (BLOCKED; 2 periods)
Physical Science or Honors Chemistry Or AP Biology (offered alternate years) Or AP Earth Science (offered alternate years)
Spanish I or Spanish II or Spanish III or Spanish for Native Speakers II
Elective (Art, Career Technical Education, Chorus/Band)
Study Hall or College Course (BLOCKED; 2 periods)

Fourth Year – Senior
English IV or Honors English IV and ENG 231/ 232 American Literature if you took ENG 111/112 as Jr. ENG 111 Writing and Inquiry/ ENG 112 Writing and Research in the Disciplines (BLOCKED; 2 periods)
Civics Or POL 120 AND ECO 251/252
Advanced Functions and Modeling or Pre-Calculus or AP Calculus or AP Statistics or College Mathematics Course (BLOCKED; 2 periods)
Elective choices: Advanced Sciences (AP Biology or Physics or General Biology I-BIO111/General Biology II-BIO112 (BLOCKED; 2 periods) Art/Vocational/Chorus/Band

Fifth Year
Career Pathway at BCCC: onsite at community college/online/on HS campus
Super Senior Seminar-1 90 minute block per week

Pathways & Electives

Business & Technology

Microsoft ITA (Word/PowerPoint)
Multimedia & Webpage Des.
Entrepreneurship I
Principles of Business & Finance
Personal Finance
Ecommerce 1
Computer Programming 1
Career Management
SAS Computer Programming
AP Computer Science (NCVPS)

Agriculture

Agriculture Applications
Ag Mechanics I
Ag Mechanics II
Horticulture I
Horticulture II
Animal Science
Animal Science II
Environmental & Natural Resources

Family & Consumer Science

Principles of Family & Human Services
Foods I
Foods II
Early Childhood I
Early Childhood II

Visual Arts

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

Music

Band I
Band II
Band III
Band IV

Chorus I
Chorus II
Chorus III
Chorus IV

Distance Learning Courses

Provided by:
Community College
NCSSM
NCVPS.org
(These courses change due to availability)

Foreign Language

Spanish I
Spanish II
Spanish III
Spanish IV
Spanish for Native Speakers
AP Spanish

Academic Electives

Pre-Calculus-Honors
Chemistry-Honors
AP Biology (NCVPS)
AP Environmental Science (NCVPS)
Physics
AP English (NCVPS)
AP Physics (NCVPS)

Physical Education Electives

Advanced PE
Adv. PE (weights)

Miscellaneous Electives

Yearbook/Newspaper

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
Grade Levels: 9-12

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. In the last part, students will learn to use the basic features of the newest version of Publisher to create, customize, and publish a publication. English language arts are reinforced. 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.

PERSONAL FINANCE

Prerequisite: None
Grade Levels: 9-12

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. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. 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.

PRINCIPLES OF BUSINESS AND FINANCE (PBF)

Prerequisite: None

Grade Levels: 9-12

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. English language arts, social studies, and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and 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.

MULTIMEDIA AND WEBPAGE DESIGN (MaWD)

Prerequisite: Microsoft Word and Power Point.

Grade Levels: 10-12

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. English language arts and arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, school-based enterprise, 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.

ENTREPRENEURSHIP I (Online course via North Carolina Virtual Public School-NCVPS)

Prerequisite: Personal Finance OR Principles of Business and Finance

Grade Levels: 10-12

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

eCOMMERCE 1 (Online course via North Carolina Virtual Public School-NCVPS)

Prerequisite: Multimedia & Webpage Design

Grade Levels: 10-12

This course is designed to help students master skills in the design and construction of complex Web sites for conducting business electronically. Topics include economic, social, legal, and ethical issues related to electronic business, and emphasis is placed on skill development in advanced Web page construction and entrepreneurial applications of conducting business electronically. Upon completion of this course, students should be able to plan, design, create, publish, maintain, and promote an electronic business Web site.

CAREER MANAGEMENT (Online course via North Carolina Virtual Public School-NCVPS)

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.

COMPUTER PROGRAMMING 1 (Online course via North Carolina Virtual Public School-NCVPS)

Prerequisite: Math 1

This course is designed to introduce the concepts of programming, application development, and writing software solutions in the Visual Basic environment. Emphasis is placed on the software development process, principles of user interface design, and the writing of a complete Visual Basic program including event-driven input, logical decision making and processing, and useful output.

SAS COMPUTER PROGRAMMING (Online course via North Carolina Virtual Public School-NCVPS)

Prerequisite: Math 1 & Computer Programming 1

Grade Levels: 10-12

This course combines SAS Programming 1: Essentials and SAS Programming 2: Data Manipulation Techniques. SAS Programming 1 provides an entry point to learning SAS programming. SAS Programming 2 is designed to teach data manipulation using the SAS DATA step. Emphasis is placed on creating, controlling, combining, summarizing, reading and writing different types of data using SAS software. The course is taught using the SAS-developed e-Learning modules and is supported by curriculum materials designed specifically for high school students.

AP COMPUTER SCIENCE

Prerequisite: Math 1

Grade Levels: 10-12

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the readings, class discussions, assignments, and tests. This AP Computer Science course is an introductory course in computer science. Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of the course is built around the development of computer programs or parts of programs that correctly solve a given problem. The course also emphasizes the design issues that make programs understandable, adaptable, and, when appropriate, reusable. At the same time, the development of useful computer programs and classes is used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. Computer Science emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester course in computer science. It also includes the study of data structures and abstraction.

YEARBOOK/NEWSPAPER

YEARBOOK/NEWSPAPER

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

Grade Levels: 9-12

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.

AGRICULTURE EDUCATION

The agricultural education program is built on three core areas:

- Classroom/Laboratory Instruction – quality instruction in and about agriculture that utilizes a "learning by doing" philosophy.
- Supervised Agricultural Experience Programs – all students are expected to have an agriculturally related work-based learning experience while enrolled in agricultural education courses.
- FFA Student Organization activities/opportunities – FFA activities are an integral part of the agricultural education program that all agricultural education students should participate in if they are to fully benefit from their enrollment in the program.

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.

ENVIRONMENTAL & NATURAL RESOURCES I

Prerequisite: None

This course provides an introduction to environmental studies, which includes topics of instruction in renewable and non-renewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat. Skills in biology and algebra are reinforced in this class. Students will hear from guest speakers in Natural Resource careers such as Foresters and NC Wildlife. They will also have the opportunity to earn their Hunter Safety certification.

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

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

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: Agricultural Mechanics I

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.

ANIMAL SCIENCE I

Prerequisite: None

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. 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

Prerequisite: Animal Science I

This course provides instruction on animal science topics related to small animals that are served by a veterinarian such as cats, dogs, birds and reptiles. Content related to the breeding, grooming, care and marketing of animals that fit into this category are taught in this course. Students will learn the anatomy and physiology as well as nutritional needs for small animals. Students in this course will hear from guest speakers and participate in hands-on labs that will include dissections.

HORTICULTURE I

Prerequisite: None

This course provides instruction on the broad field of horticulture emphasizing scientific and technical knowledge for a career in horticulture. Topics in this course include plant anatomy, plant growth and development, plant nutrition, media selection, basic plant identification, pest management, innovative gardening techniques, customer relations, career opportunities, and leadership development. Skills in biology, chemistry, and algebra are reinforced in this course. Work-based learning strategies appropriate for this course are agriscience projects, internships, 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.

HORTICULTURE II: Landscaping

Prerequisite: Horticulture I

This course provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. This course is based on the North Carolina Landscape Contractor's Association skill standards for a Certified Landscape Technician. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation and the use/ maintenance of landscape equipment. Current topic discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. Students will receive hands on training by re-designing and installing a new landscape for the school's campus.

FAMILY AND CONSUMER SCIENCES EDUCATION

Family and Consumer Sciences Education prepares students for careers working with individuals and families, as well as for competence in the work of their own families. The concept of work, whether in a family or career, is central to the program area. The program's unique focus is on families, work, and their interrelationships. Family and Consumer Sciences Education prepares individuals for family and career.

FOODS I

Prerequisite None

Grade Levels: 9-12

This course examines the nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management, and food preparation. Skills in science and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course include field trips, job shadowing, and service learning. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

FOODS II - ENTERPRISE

Prerequisite Foods I

Grade Levels: 11-12

This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students taking the exam for the ServSafe® credential from the National Restaurant Association. Students develop skills in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings. A real or simulated in-school food business component allows students to apply instructional strategies and workplace readiness skills to an authentic experience to develop a portfolio and to enhance FCCLA activities. Skills in science, math, management, and communication are reinforced in this course. Work-based learning strategies appropriate for this course include school-based enterprises, field trips, job shadowing, and service learning.

PRINCIPLES OF FAMILY & HUMAN SERVICES

Prerequisite None

Grade Levels: 9-12

This course examines life management skills in the areas of personal and family living; wellness, nutrition, and foods; financial management; living environments; appropriate child development practices; fashion and clothing; and job readiness. Emphasis is placed on students applying these skills during their teen years. Through simulated experiences, they learn to fulfill their responsibilities associated with the work of the family and community. Skills in mathematics, communication, science, technology, and personal and interpersonal relationships are reinforced in this course. Work-based learning strategies appropriate for this course include field trips and service learning. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

EARLY CHILDHOOD EDUCATION I

Prerequisite: None
Grade Levels: 11-12 (2 credits)

Early Childhood Education I is the first course in a two-course, four-credit sequence designed to prepare students to work with young children in early education and child care settings. The focus is on children from infancy to age twelve. Major areas of study include personal and professional growth, observation and teaching methods, guidance techniques, health and safety policies and procedures, child development from birth to age twelve, developmentally appropriate activities and programs, history of the early childhood field, and opportunities in early childhood education. This is a two-credit course with work-based learning comprising 50 percent of instructional time. Because they intern in early childhood centers that must meet North Carolina Child Care General Statute 110.91, Section 8, students must be sixteen years of age prior to October 1 in order to enroll in this course. In addition to the internship, other work-based learning strategies appropriate for this course include service learning, field trips, and job shadowing. FCCLA leadership activities provide additional opportunities to apply instructional competencies to authentic field experiences.

EARLY CHILDHOOD EDUCATION II

Prerequisite: Early Childhood Education I
Grade Levels: 11-12 (2 credits)

This is a two-block course prepares students to work with children birth to twelve years of age in child care, preschool, and/or after school programs. Students are encouraged to continue their education at a community college or university. Students receive instruction in child care pertaining to teaching methods, career development, program planning and management, health and safety issues, entrepreneurship skills, and technology. This course is a two-credit course with workbased learning comprising over 50 percent of the required coursework. Students who successfully complete this course and are 18 years of age will be eligible to apply for the North Carolina Early Childhood Credential (NCECC) through the Division of Child Development. The workbased learning strategies appropriate for this course include schoolbased enterprises, internships, cooperative education, field trips, job shadowing, and apprenticeships. SCAN (industry) skill development and FCCLA leadership activities provide the opportunity to apply instructional competencies and career management skills to authentic experiences.



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
Grade Levels: 10

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.
Grade Levels: 10

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
Grade Levels: 11

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
Grade Levels: 11

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
Grade Levels: 12

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. The Graduation Project is embedded in this course, and students will successfully complete a research paper, a product, a portfolio, and a presentation. These components will showcase student mastery of the Common Core ELA standards.

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.

The **Graduation Project** is the second component of the English IV courses. In order to pass English IV courses and, thereby, to fulfill one of the requirements for graduation, each senior **must** successfully complete all four phases of the Graduation Project: the research paper, the product, the portfolio, and the presentation. (See the Columbia High School Graduation Project manual.)

SPANISH HERITAGE/IMMERSION I AND II

Prerequisite: Spanish I
Grade Levels: 10-12

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 I

Prerequisite: 80 average in 8th grade English—Priority given to students enrolled in the University Prep standard course of study.
Grade Levels: 9-11

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
Grade Levels: 10-12

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
Grade Levels: 11-12

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
Grade Levels: 12

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.

AP SPANISH

Prerequisite: Spanish III & Teacher Recommendation
Grade Levels: 12

AP Spanish requires a high level mastery of the Spanish language in speaking, reading, and writing. Placement is determined by teacher recommendation and the student's commitment to extensive and lengthy assignments to prepare for the AP exam.



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. Additionally, students will complete a research paper on a health or sports topic in conjunction with the 9th grade English class.

ADVANCED PE (WEIGHTS)

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.

ADVANCED PE

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

This course is designed for sophomores and juniors. Although the weather often determines which activities are scheduled, the instructions in the basic athletic skills could include: flag football, volleyball, bowling, basketball, soccer, tennis, badminton, physical fitness aerobics, track and field, and softball. The students in class will be able to demonstrate basic skills and knowledge of all activities through written and physical testing.

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

CPR instruction is a graduation requirement.



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

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.

MATH II

Prerequisite: 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.

MATH III

Prerequisite: Math I and 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.

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

Math I, Math II, and Math III are a sequence of courses that build upon the foundation established in elementary and middle school. These courses develop mathematics across multiple categories, continue to promote diverse mathematical insights, and nurture differing strengths and talents.



ADVANCED FUNCTIONS AND MODELING

Prerequisite: Math III
Grade Levels: 11-12

Advance Functions and Modeling focuses on modeling and analyzing data using various functions, mostly from previous math courses, including: linear, exponential, logarithmic, trigonometric, rational, radical, and polynomial. (The purchase of a TI-84 calculator is strongly recommended.)

PRE-CALCULUS-HONORS

Prerequisite: Math III (recommended grade of 90+ to be successful)
Grade Levels: 11-12

Pre-Calculus is an in-depth study of functions, equations, graphs, inequalities, trigonometry, limits, and an introduction to Calculus. Geometric, numerical, analytical, and verbal means of expression of concepts, results, and problems in are a focus in preparation for Calculus. (The purchase of a TI-84 calculator is strongly recommended.)

AP CALCULUS (Offered NCVPS)

Prerequisite: Pre-Calculus (recommended grade of 90+ to be successful)
Grade Levels: 11-12

AP Calculus develops the student's understanding of the concepts of calculus (functions, graphs, limits, derivatives, and integrals) and provides experiences with its methods and applications. The course encourages the geometric, numerical, analytical, and verbal expression of concepts, results, and problems. (The purchase of a TI-84 calculator is strongly recommended.)

ALTERNATE MATHEMATICS I

Prerequisite: Math I and Math II and Principal Approval
Grade Levels: 11-12

Alternate Mathematics I provides learners an opportunity to apply mathematical concepts and skills from earlier high school mathematics courses in practical situations while focusing on learning skills associated with information and communication technology.

ALTERNATE MATHEMATICS II

Prerequisite: Alternate Mathematics I
Grade Levels: 11-12

Alternate Mathematics II provides learners an opportunity to apply mathematical concepts and skills from earlier high school mathematics courses to financial situations while using learning skills associated with information and communication technology.

MUSIC EDUCATION

BAND I BEGINNING

Prerequisite: 8th Grade Band or Teacher Approval

Grade Levels: 9

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

Grade Levels: 10

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

Grade Levels: 11

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
Grade Levels: 12

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

VOCAL MUSIC I BEGINNING

Prerequisite: An Interest in Singing
Grade Levels: 9

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
Grade Levels: 10

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
Grade Levels: 11

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
Grade Levels: 12

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.



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 placed on matter, energy, crustal dynamics, environmental awareness, materials availability and the cycles that circulate energy and material through the earth system. Lab experiences and science projects may be 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. High school inquiry is expanded to include more abstract concepts such as the function of DNA, biological evolution and the interdependence of organisms. 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 may be 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
- ✓ Conservation of energy, matter and charge

Lab experiences and science projects may be required.

CHEMISTRY-HONORS

Prerequisite: Math II enrollment or completion of Math II
Grade Levels: 10-12

The chemistry course encourages students to continue their investigation of the structure of matter along with chemical reactions and the conservation of energy in these reactions. Inquiry is applied to the study of the transformation, composition, structure and properties of substances. The course focuses on basic chemical concepts and incorporates investigations to reinforce the concepts. The curriculum includes inquiry into the following content areas:

- ✓ Matter: Properties and Change
- ✓ Energy: Conservation and Transfer
- ✓ Interaction of Energy and Matter

PHYSICS

Prerequisite: MATH 1 with a GPA of >80
Grade Levels: 9-10

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 “uncovered” in this curriculum:

- ✓ Forces and Motion
- ✓ Energy: Conservation and Transfer
- ✓ Waves
- ✓ Interactions of Energy and Matter

AP BIOLOGY (Offered NCVPS)

Prerequisite: Successful completion of Biology and Chemistry
Grade Levels: 11-12

This is a year-long course requiring a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. AP Biology is designed to be a rigorous course equivalent to a two semester college introductory biology course. All work is designed to be at the college level and students are expected to work accordingly. This is a fast paced course dealing with more content in depth than the regular high school biology. Lab requirements are rigorous. Students will complete 11 AP Bio Labs as described in the lab manual or the alternative virtual labs. There are also several assignments that act as supplemental material to help the students better understand the labs.

AP ENVIRONMENTAL SCIENCE (Offered NCVPS)

Prerequisite: Successful completion of Math I, Biology and Chemistry
Grade Levels: 11-12

This is a year-long course requiring a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. This course is a yearlong course that allows students to study human interactions within the earth system. Topics covered include biogeochemical cycles, dynamic earth, air, water, and soil quality, human populations, the physical and social context of human decisions and policies, ecological concepts, and sustainability of earth systems. The course provides students the rigors of a college level introductory course in environmental science while allowing for scientific inquiry that encourages human stewardship of the earth. Assessments will include laboratory and simulation exercises, self-quizzes, and traditional testing methods such as multiple choice and free response essays that will allow successful students to take the Advanced Placement Exam in the spring after completing the course.

SOCIAL STUDIES EDUCATION

WORLD HISTORY

Prerequisite: None
Grade Levels: 9-10

World History is a course that gives students the opportunity to study six major periods of World History, with a focus on the modern world from the 15th century through today. 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 AMERICAN HISTORY II

Prerequisite: none
Grade Levels: 11th grade students receive priority

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 United States History begins with the Federalist Period and continues through the changes in America following the terrorist attack on September 11th. 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
Grade Levels: 10-12

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
Grade Levels: 9-12

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 Pocosin Arts will give you the opportunity to work with professional artists.

VISUAL ARTS II INTERMEDIATE

Prerequisite: Grade "C" or above in Art I
Grade Levels: 10-12

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
Grade Levels: 11-12

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
Grade Levels: 11-12

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.



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OCCUPATIONAL PREP

This course of study shall be made available for certain students with disabilities who have an IEP, beginning with first time ninth graders in 2000-01. The state Board of Education approved this course of study for the APA process to begin. This course of study includes completion of 300 hours of school-based training, 240 hours of community-based training and 360 hours of paid employment. At least one credit in an arts discipline is recommended.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
<i>English I</i> <i>Introduction to Mathematics</i> <i>Prep I</i> <i>Applied Science</i> <i>Health/PE</i> <i>CTE Elective</i> <i>Elective</i> <i>Basic Education</i>	<i>English II</i> <i>Math 1</i> <i>Biology</i> <i>Prep II</i> <i>CTE Elective</i> <i>Elective</i> <i>American History I</i>	<i>English III</i> <i>Prep III</i> <i>CTE Elective</i> <i>Elective</i> <i>Elective</i> <i>American History II</i>	<i>English IV</i> <i>Prep IV</i> <i>Financial Management</i> <i>CTE Elective</i> <i>Elective</i> <i>**Community Service</i>

Students must complete IEP objectives, and a Career Portfolio is required.

**Students must earn an additional 2 credits before graduation by being placed in the community for volunteer work.

OCCUPATIONAL COURSE OF STUDY

BASIC EDUCATION

Prerequisite: Placement must be recommended by the Individual Education Committee.

Grade Levels: 9-12

This course is designed for students who need support for their academic classes. This course provides an opportunity to learn organizational, time management and study skills. Also, professional and peer tutoring are available.

INTRODUCTION TO MATHEMATICS

Prerequisite: Placement must be recommended by Individualized Education Program Team.

Grade Levels: 9

The Introduction to Mathematics Course teaches the Essential Standards for Introductory Math and prepares the students for Algebra 1. Students learn introductory algebra and other important life-skills in nine engaging units covering working with numbers, fractions and decimals, rates and ratios, time and measurement, working with algebraic expressions, solving equations and inequalities, working with points and lines, working with data sets, and working with basic geometric figures.

MATH I

Prerequisite: Introduction to Mathematics

Grade Levels: 10

This course covers topics such as simplifying expressions with exponents, solving equations and inequalities, relations and functions, slope and linear functions, and solving systems of equations and inequalities. Technology skills will be honed throughout the course by working with a graphing calculator and using the computer in a variety of ways.

FINANCIAL MANAGEMENT

Prerequisite: Math I

Grade Levels: 11-12

This course blends the best of online and classroom activities. Six engaging units and a final project help students develop an understanding of state and federal income taxes, wages compensation, the use of credit, different insurance types, budgeting, and consumer spending. This course is designed with an emphasis on application of skills previously learned. The student will apply problem-solving in financial planning, personal financial management and applying skills to consumer spending. In this course students demonstrate application of the skills in the community and places of employment. The student will learn of the negative and positive effects of global economy.

ENGLISH I

Prerequisite: Placement must be recommended by the Individualized Education Program Team.

Grade Levels: 9

Students will gain mastery of curricular concepts through a survey of literature. Through the examination of vocabulary including prefixes and suffixes, literary genres including fables and short stories, textual analysis through poetry, drama, fiction and nonfiction, persuasion and argumentation, presentation techniques, cause and effect writing, and research focusing on global awareness, the student will explore, examine, and evaluate a wide variety of modes of expression. Students will analyze historical and literary documents and their significances.

ENGLISH II

Prerequisite: English I
Grade Levels: 10

Students will gain mastery of curricular concepts through a survey of world literature. Through the examination of vocabulary including prefixes and suffixes, literary genres including fables and short stories, textual analysis through poetry, drama, fiction and nonfiction, persuasion and argumentation, presentation techniques, cause and effect writing, and research focusing on global awareness, the student will explore, examine, and evaluate a wide variety of modes of expression. Students will analyze historical and literary documents and their significances.

ENGLISH III

Prerequisite: English II
Grade Levels: 11

Students will gain mastery of curricular concepts through a survey of American literature. Through the examination of grammatical concepts including parts of speech, punctuation, sentence and paragraph structure as well as various literary genres including Oral folklore, drama, poetry, short stories, and various persuasive texts, including the development of a comprehensive research-based persuasive essay, the student will explore, examine, and evaluate a wide variety of modes of expression. The student will apply language expression for life-skills writing, speaking, and listening skills. Students will analyze historical and literary documents and their significances.

ENGLISH IV

Prerequisite: English III
Grade Levels: 12

Students will gain mastery of curricular concepts through a survey of Western European, primarily British, literature. Through the examination of grammatical concepts including parts of speech, punctuation, sentence and paragraph structure as well as various literary genres including Oral folklore, drama, poetry, short stories, and various persuasive texts, including the development of a comprehensive research-based persuasive essay, the student will explore, examine, and evaluate a wide variety of modes of expression. The student will apply language expression for life-skills writing, speaking, and listening skills. Students will analyze historical and literary documents and their significances. The course is further designed to help students prepare for a culminating senior project.

APPLIED SCIENCE

Prerequisite: Placement must be recommended by the Individualized Education Program Team.

The Applied Science Course activities helps students learn environmental, physical, and life science concepts in units covering human impacts on the environment, energy and its conservation, properties of matter, dangers and uses of common chemicals, force and motion, electricity and magnetism, and the human body systems.

BIOLOGY

Prerequisite: Placement must be recommended by the Individualized Education Program Team.

This course is intended for students to develop an understanding of biological processes and discover how life science is an integral part of other sciences and society. Students will have opportunities to engage in hands-on, as well as minds-on activities that are aligned with the North Carolina Essential Standards. They will gain an understanding of the cell, DNA structure, genetic traits, molecular basis of heredity, biological evolution and the impact of human activities on the environment. They will investigate the interdependence of organisms as well as acquire an understanding of the matter, energy and organization in living systems.

AMERICAN HISTORY I

Prerequisite: Placement must be recommended by the Individualized Education Program Team.

The American History I course is intended for students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher or qualified Social Studies teacher. The course follows the Founding Principles Act and begins with the European Exploration and Colonization of the New World and follows chronologically through Post-Civil War Reconstruction. Students will learn about the important political, social, and economic factors that contributed to the development of colonial America, the onset of the American Revolution, and the results of the Revolution including the founding of the United States government and the drafting of founding documents including the Constitution and the Bill of Rights. Students will also learn about early domestic and foreign policy, westward expansion, reform, immigration, and the cultural variances that have both united and divided America.

AMERICAN HISTORY II

Prerequisites: Placement must be recommended by the Individualized Education Program Team.
American History I

The American History 2 course is intended for students who will be working with both their face-to-face classroom teacher and an NCVPS online teacher or qualified Social Studies teacher. It is a sequel course to American History 1. The course follows the Founding Principles Act and begins with late 19th century American History to the 21st century. Students will learn about the important political, social, and economic factors that transformed the ethnic composition of America and America's dependence on evolving technologies. Students will also learn about 19th – 21st century domestic and foreign policy, westward expansion, reform movements, immigration, and the cultural variances that have both united and divided America.

PREP I

Prerequisite: Placement must be recommended by the Individualized Education Program Team.
Grade Levels: 9

This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students will participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will be involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training in Workforce Development Education courses and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Preparation courses.

PREP II

(two credits)

Prerequisite: Prep I
Grade Levels: 10

This course is designed to allow students to develop skills generic to all career majors; resource management, communication, interpersonal relationships, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management. Course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include on-campus jobs and work-based learning activities. Job seeking skills also will be refined.

PREP III

(two credits)

Prerequisite: Prep II

Grade Levels: 11

This course is designed to allow students to continue the development and begin the application of skills learned in Preparation I and II. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self-determination are provided.

PREP IV

(one credit)

Prerequisite: Prep III

Grade Levels: 12

This course gives students the opportunity to synthesize all the skills acquired in previous Preparation courses and apply them to their personal career choice. This course allows students to solve work-related problems experienced in competitive employment, practice self-advocacy skills and master the theoretical and practical aspects of their career choice. Students finish completing the 360 hours of integrated competitive employment in a community setting required for successful completion of the Occupational Course of Study. Students also will develop a job placement portfolio that provides an educational and vocational record of their high school experience.

WORK STUDY

WORK STUDY

Prerequisite: Enrollment in a CTE class and an application and interview process must be completed.

Grade Levels: 9-12

The Work-study program is part of the Carl D. Perkins Vocational and Technical Education Act of 1998. To qualify for this program, students must: be full-time students, in need of the earnings from such employment, enrolled in a workforce development education program and show adequate progress in the class, and at least 15 years of age and less than 21 years of age. Students may work a maximum of 20 hours per week and will be paid at effective state minimum wage rate. Students are assigned to the cafeteria. Other positions may open in other areas of the building pending requests based upon specific requirements. Sixty percent of the work study grade is based upon attendance, forty percent of the grade is determined by the student's performance on the job.

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
Media Center computer lab
MAC computer cart
PC computer carts

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 earn college credit while in high school.** CHS remains in constant contact with the providers and as soon as we receive information it is shared with students.