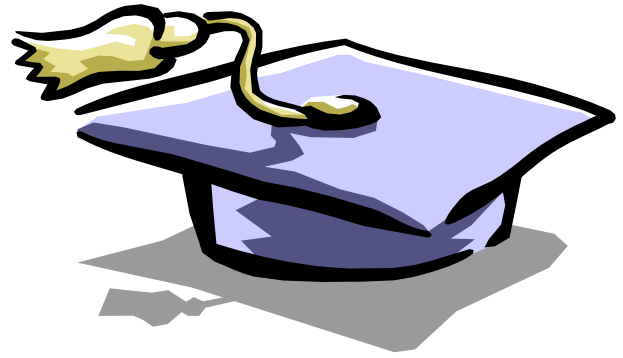


## Planning the Educational Program

There are several factors a student must consider when planning his/her educational program. First, there is a minimum list of course requirements prescribed for all students. There is, however, flexibility, which a student may employ in fulfilling many of these requirements. Second, the student should keep career possibilities and continuing educational opportunities in mind and make course selections which reflect these long-range aspirations. Third, the student should give as much consideration as possible to courses of an enrichment nature and to those that lend themselves to leisure opportunities. In planning a program, there are many persons on whom the student can rely in making the wisest educational choices: parents, teachers, counselors, and community professionals. Planning is a continuous process and the student should review his educational program annually.

Business and industry leaders throughout the nation are seeking employees who can communicate effectively, solve problems, and think and reason skillfully. They are demanding a better prepared work force that has both the career/technical skills and academic background to get the job done. Economic growth and development will depend on educated citizens. More than half of the new jobs in North Carolina require training beyond High School. Thus, to be successful in the Twenty-First Century, to obtain jobs with career paths and high salaries, our children will need more years of formal schooling beyond the senior year than any generation before them. Therefore, we have made a commitment to strengthen what is already a strong academic program in the Johnston County High Schools. We want students to set goals before they enter as freshmen and to revisit these goals every year at registration to ensure they are taking the best possible program of study to meet their needs. We want students, when they leave a Johnston County high school, to be ready to attend a four-year university or community college without having to pause a year to take a remedial course. In fact, we hope our students will graduate from high school having already attained advanced standing in post-secondary programs.

Career counseling is a major component in our comprehensive counseling services. Students will develop a four-year high school plan and will be counseled to select a course of study in which they have interest, aptitudes, and abilities. Students will select their course of study as they enter the 9<sup>th</sup> grade but will always have the option to change their program at any grade level as long as they meet the minimum requirements.



## Graduation Requirements

According to State Board Policy HSP-N-004, effective with the class entering ninth grade for the first time in 2006-07, students shall meet the following exit standards:

- A. Successfully complete a Graduation Project.
- B. Score at proficiency level III or above on the End-of-Course assessment for English I, US History, Biology, Civics and Economics, and Algebra I.
- C. Successfully complete 28 units of credit earned in grades 9-12 as defined below.

Johnston County Schools created our student accountability policy several years ago. Currently, all our students must pass all End-of-Course tests with a level III to get credit for the course. This includes the courses listed above in part B as well as Physical Science, Algebra II, and Geometry. High School students also must complete a Graduation Project. Students and parents should be aware that while this policy sounds very rigorous, we have followed high standards such as these for some time now, and our students do very well. Most students graduate in four years. However, students may graduate early. Those interested should consult with the high school counselor.

## Course Requirements for Graduation For entering Freshmen 2008 or earlier

High school graduation requirements shall be the successful completion of 28 units of credit earned in grades 9-12 (as defined below). Students entering ninth grade for the first time in 2008 or earlier:

**\*\* see Appendix A page 61 for the current chart of NC Course of Study Graduation Requirements \*\*** all students must follow one of the following programs of study to earn a diploma:

1. **College/University Program of Study**
  - 5 units English
  - 4 units Math - Algebra I, Geometry, Algebra II, and a fourth Math with Algebra II as prerequisite
  - 3 units Social Studies - one of which must be Civics and Economics, one in United States History, and one in World History
  - 3 units Science - one of which must be Biology, one a Physical Science, and an Earth/Environmental Science
  - 2 units Foreign Language in the same language
  - 1 unit additional core course\*\*
  - 1 unit Health and Physical Education
  - 9 units electives
  - 28 units total
2. **College Tech Prep Program of Study**
  - 5 units English
  - 3 units Math - Algebra I, Geometry, Algebra II or Algebra I, Technical Math I, Technical Math II
  - 3 units Social Studies - one of which must be Civics and Economics, one in United States History, and one in World History
  - 3 units Science - one of which must be Biology, one a Physical Science, and an Earth/Environmental Science
  - 2 units additional core courses\*\*
  - 4 units Career and Technical courses appropriate for the selected career pathway and including a completer course
  - 1 unit Health and Physical Education
  - 7 units electives
  - 28 units total
3. **Career Prep Program of Study \*\***
  - 5 units English
  - 3 units Math - including Algebra I
  - 3 units Social Studies - one of which must be Civics and Economics, one in United States History, and one in World History
  - 3 units Science - one of which must be Biology, one a Physical Science, and an Earth/Environmental Science
  - 2 units additional core courses\*\*
  - 4 units Career and Technical appropriate for the selected career pathway and including a completer course or 4 units in JROTC or arts

education courses from one of the arts disciplines (visual, dance, music, or theatre arts)

- 1 unit Health and Physical Education
- 7 units electives
- 28 units total

#### 4. **Occupational Prep Program of Study**

(This course of study shall be made available for certain students with disabilities who have an individual education plan.)

- 4 units Occupational English
- 3 units Occupational Math
- 2 units Occupational Social Studies
- 2 units Life Skills Science
- 4 units Career and Technical
- 1 unit Health and Physical Education
- 6 units occupational preparation (to include completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.)
- 22 units total

**\*\*Additional Core Courses:** All courses listed in any of the following departments: English, Math, Science, Social Studies, and Foreign Language. Career courses may be substituted for core courses if at least 75% of their instructional content is from one of the core course areas. Such substitution is not allowed for Honors and High Honors diplomas.

## Entering Freshmen From 2009 and Beyond

Students entering ninth grade for the first time in 2009-2010 and beyond shall meet the following graduation requirements:

#### **Future Ready Core Course of Study**

- 5 units English
- 4 units Math - Algebra I, Geometry, Algebra II or Integrated Math I, Integrated Math II, Integrated Math III and one additional Math aligned with post high school plans
- 3 units Social Studies – World History, US History, Civics and Economics
- 3 units Science – one of which must be Biology; one a Physical Science; and one an Earth/Environmental science
- 1 unit Health and Physical Education
- 4 units Elective Concentration Area\*\*
- 8 units other electives – 2 must be from one of the areas of Career and Technical Education or the Arts or Second Language, unless the elective concentration area is in one of these 3 areas
- 28 units total

**\*\*Students entering Grade 9 in 2009-2010 and beyond at all high schools will be required to fulfill the requirements for an “Elective Concentration Area.” A course taken to meet another graduation requirement may not be used to**

meet this requirement. Students must elect to take four courses in one of the following areas:

- Humanities (any combination of English and Social Studies credits)
- Science, Technology, Engineering, and Math (STEM) (any combination of math and science credits)
- Advanced Placement or university level courses including college transfer community college courses
- Career and Technical Education (must complete a pathway)
- ROTC
- Arts
- Health and Physical Education (one credit from either Anatomy and Physiology or Allied Health I. Three credits from PE II, PE III, Lifetime Fitness/Weight Training I, PEPI or Sports Medicine I or II).

### Occupational Prep Course of Study

(This course of study shall be made available for certain students with disabilities who have an individual education plan.)

- 4 units Occupational English
- 3 units Occupational Math
- 2 units Occupational Social Studies
- 2 units Life Skills Science
- 4 units Career and Technical
- 1 unit Health and Physical Education
- 6 units occupational preparation (to include completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.)
- 22 units total



### Curriculum/Block Schedule

In all high schools, the academic year is organized into two 90-day semesters: fall term and spring term. The school day is built around four 90-minute instructional periods per semester. In most cases, a student completes four courses and earns one unit of credit per course at the end of fall term. The student then enrolls in four different courses (for one unit of credit each) for the spring term. Students have the opportunity to earn eight units of credit during one academic year upon successful completion of all course requirements.

### Promotion Requirements

For students entering grade 9 before 2009:

- Sophomore = successful completion of English I and 5 additional credits (4 must be non-electives)
- Junior = successful completion of English I, English II, and 11 additional credits (8 must be non-electives)
- Senior = successful completion of English I, English II, English III, and 17 additional credits (12 must be non-electives)

For students entering grade 9 in 2009-2010 and beyond:

- Sophomore = successful completion of English I and 5 additional units
- Junior = successful completion of English I, English II, and 11 additional units, 1 of which must be a math
- Senior = successful completion of English I, English II, English III including completion of the research paper for the Graduation Project and 17 additional units, 2 of which must be a math.

### Student Exit Documents and Graduation

Only those seniors who will receive a diploma or certificate may appear in cap and gown and take part in the graduation exercise. In high school, a student shall take a credit course each period of the day, unless special permission is given to the student by the Principal.

**Standard Diploma** - A Johnston County Schools standard diploma is recognized as that document which represents satisfactory completion of all state and Johnston County course requirements, the requirements of the state minimum competency standard, and the computer proficiency standard.

**Honors Diploma** - A Johnston County Schools Honors Diploma is recognized as that document which represents commendable completion of all state and local course requirements while maintaining a cumulative weighted grade point average of 3.4 or greater with core emphases of 5 units of English, 4 units of mathematics, 4 units of science, 3 units of social studies, and the completion of 2 units of the same second language. Substitutions of career courses for math and science requirements are not allowed for an Honors Diploma.

**High Honors Diploma** – A Johnston County Schools High Honors Diploma is recognized as that document which represents exemplary completion of all state and local course requirements while maintaining a cumulative weighted grade point average of 3.9 or greater with a core emphasis of 5 units of English, 4 units of mathematics, 4 units of science, 3 units of social studies, and the completion of 2 units of the same second language. Substitutions of career courses for math and science requirements are not allowed for a High Honors Diploma.

**Graduation Certificate** – Students with disabilities as defined by G.S. 115C-1096.3, who do not meet the requirements for a high school diploma will receive a graduation certificate and shall be allowed to participate in graduation exercises if they meet the following criteria:

- Successful completion of the same number of course units by general subject area as other students in the same school. These students are not required to pass the specifically designated courses such as Algebra I, Biology, or U. S. History.
- Completion of all IEP requirements.

Occupational Course of Study students who have met all graduation requirements except the 360 hours of paid employment will also receive a graduation certificate.

## North Carolina Academic Scholars Program

Students who complete the State Board of Education requirements for a well-balanced, challenging high school program will be named North Carolina Scholars and receive special recognition. Students who qualify for this recognition receives a seal attached to their diploma and may be recognized in other ways in the community.

Most students should begin planning for the program before they enter grade 9 to ensure they get the most flexibility in their courses.



**The graduating class of 2007 and beyond must have an overall four-year unweighted grade point average of a 3.5 and meet the following program area requirements.**

Program area		Units
English		4
Mathematics	Algebra I, Geometry, Algebra II, & one unit with Algebra II as a prerequisite	4
Science	Physics or Chemistry Biology, & an Earth/ Environmental Science	3
Social Studies	Civics Economics, US History, & World History	3
Second language	Two levels of same language	2
Health & PE		1
Career & Technical and Art Education	One credit in career & technical & one in art education	2
Electives		5
	<b>Total</b>	<b>24</b>

**The following revised plan for Academic Scholars Program is effective for students who enter the ninth grade for the first time in or after 2009-2010. Students must have an overall four-year un-weighted grade point average of 3.500 and complete all requirements for a North Carolina high school diploma**

Program area		Units
English	English I, English II, English III, English IV	4
Mathematics	Algebra I, Geometry, Algebra II, & one unit with Algebra II as a prerequisite	4
Science	Physics or Chemistry, Biology, and an Earth/Environmental Science	3
Social Studies	World History, Civics/Economics, and US History	3
Healthful Living	Health and Physical Education	1
Electives	Two credits in a second language required for the UNC System. Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical ROTC Arts Second Language Any other subject area	6
	Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as: AP, IB Dual or college equivalent course, Advanced CTE – On line honors courses	3
	<b>OR</b>	
	Higher level courses which carry 5 or 6 quality points, Advanced CTE, On line Honors courses <b>AND</b> Completion of the North Carolina Graduation Project	

## North Carolina High School Athletic Association Scholastic Requirements

To be eligible for high school athletic participation, a student must have met promotion standards set forth by the Board of Education, passed a minimum three courses for schools on the block format, and must have been in attendance for at least 85 percent of the preceding semester. Teacher assistance, office assistance, library assistance, or laboratory assistance cannot count as one of the courses passed for eligibility. Participation in interscholastic athletics is open to any student in Johnston County who is properly enrolled in the system and meets the requirements as mandated by the North Carolina High School Athletic Association.

### Post-Secondary Education Admissions Requirements

Any student who plans to continue his/her education beyond high school in a technical school, community college, or four year college or university should select courses that provide for meeting the admissions requirements of that institution. The admissions requirements of colleges and universities differ widely, so it is important that the student determine admissions requirements for the school in which he/she is interested. Information for this purpose is available in the school guidance office, in the high school library, and from the admissions offices of post-secondary schools.

### The University of North Carolina System

There are 16 public universities in the North Carolina University system: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina A&T State University, North Carolina Central University, North Carolina School of Arts, North Carolina State University, UNC-Pembroke, UNC-Asheville, UNC-Chapel Hill, UNC-Charlotte, UNC-Greensboro, UNC-Wilmington, Western Carolina University, Winston-Salem State University.

### Minimum Admissions Requirements

To enroll in any one of the sixteen public universities that make up the University of North Carolina, applicants must meet the following requirements:

- In English, four course units emphasizing grammar, composition, and literature;
- In Mathematics, four course units including Algebra I, Algebra II, and Geometry, or a higher level mathematics course for which Algebra II is a prerequisite;
- In Science, three course units including at least one unit in a life or biological science (for example, Biology); and one unit in a physical science (for example, Physical Science, Chemistry, Physics), and Earth/Environmental Science;
- In Social Studies, three course units including one unit in World Studies, one unit in US History, and one unit in Civics and Economics;

- In foreign language, two course units in the same language;
- In addition, it is recommended that he or she take one foreign language course unit and one mathematics course unit in grade 12.

Students should be aware that these are minimum general requirements for most colleges and all public universities in the UNC system. Colleges are increasingly seeking the most qualified applicants. Serious students who wish to maximize their chances for admission to the college of their choice should pursue a more rigorous program. Specifically, the course of study in grades 9-12 should include the English, social studies and science as noted above, but should be expanded to include 4 units in math, 4 units in science, and 3 or more units in a foreign language.

See your counselor to inquire about admissions requirements for specific schools. Discuss your plans with your parents and school officials. **Four-year institutions may require other courses in addition to the minimum requirements.**

### Standards for Calculating the Weighted Grade Point Average and Class Rank

The calculations are based on a standardization of:

- Academic course levels,
- Grading scales, and
- The weighting of course grades.

The class rank is based on a weighted grade point average in which a single (1) quality point or weight is added to passing grades earned in honors courses or two (2) quality points are added to passing grades earned in advanced placement courses.

#### Academic course levels

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
Standard	4	3	2	1	0
Honors (1 point)	5	4	3	2	0
AP (2 points)	6	5	4	3	0

#### Academic Course Levels and Associated Weights

- **Standard (S)** - Course content, pace, and academic rigor follow standards specified by the *North Carolina Standard Course of Study* with occasional content enrichment where appropriate. This course provides credit toward a High School Diploma and requires the End-of-Course test where available.
- **Honors (H)** - Course content, pace, and academic rigor put high expectations on the student and surpass standards specified by the *North Carolina Standard Course of Study*. Such courses demand a greater independence and responsibility. These courses provide credit toward a High School diploma and require an End-of-Course test where

available. The state weighting system adds the equivalent of one quality point to the grade earned in such courses. The North Carolina Department of Public Instruction amended the standards for honors courses effective with school year 2006-07. Courses offering honors weight require a curriculum written and approved by Johnston County Schools.

- **Advanced Placement (AP)** - Course content, pace, and academic rigor is college level as prescribed by the College Board and is geared toward enabling students to pass the AP test and thereby possibly earning college credit. An AP course provides credit toward a high school diploma, and an end-of-course test is required if one is offered in the subject. The State Weighting System adds the equivalent of two quality points to the grade earned in the AP course. AP students are required to take the AP exam.

## What is the Advanced Placement Program?

The Advanced Placement Program is an academic program of college-level courses and examinations for secondary school students. The College Board sponsors the Advanced Placement Program, which offers students the opportunity to pursue college-level studies while still in high school and to possibly receive college credit.

The curriculum of an Advanced Placement course is challenging and requires more effort and homework on the part of the student than a standard or honors high school course. It gives greater opportunity for individual progress and accomplishment and goes into greater depth with the academic material of each individual course. The real educational value of this program is that students develop critical thinking skills, fluid writing abilities, and problem solving skills. AP students learn to deal with strenuous, traditional academic settings and ultimately achieve at high levels.

It is recommended that students take no more than two Advanced Placement courses in a single school year. Those enrolled in Advanced Placement courses must take the AP exam. The parents are responsible for the initial payment for each AP exam, though students who earn a score of 3 or higher will be reimbursed for the cost of that exam by Johnston County Schools.

### Recommended criteria for the Advanced Placement Program

- Student motivation and commitment to complete the course;
- Student understanding of what is expected in an Advanced Placement course;
- Student's overall GPA indicates high achievement (B's or better in core academic courses);
- Student should have PSAT/NMSQT or SAT score of 50 percentile or higher;
- Student should have appropriate skills in reading and writing;

- Student must have completion of prerequisite courses where applicable;
- Student must have successful past performance in courses in the same subject area.

## General Information On Course Offerings

Course offerings in Johnston County high schools are comprehensive and are designed to help all students develop their maximum potential. Courses differ in instructional aims in order to provide for varying student career and academic aspirations. In keeping with a commitment to excellence, all students are encouraged to select challenging courses that allow them to pursue their individual interests.

A system of open enrollment through informed choice is used. The following criteria are used to inform and counsel students and parents regarding selecting the appropriate level of course difficulty:

- **Grades**
- **Prerequisites**
- **Recommendations**

**Grades** – Honors and AP level courses allow students to explore topics in more depth than in regular preparatory courses. The emphasis in an Honors or AP level course is on discovery and inquiry learning, the utilization of research skills, and higher level thinking skills as related to the specific course content. Students who register for Honors or AP level courses are making a commitment to higher standards. In general, students are expected to earn A's and B's in prerequisite courses to move on to Honors or AP level courses. If there are any questions about a student's ability to handle these rigorous courses, an appointment with the counselor is recommended.

**Prerequisites** – Some courses must be passed in a logical sequence; therefore, students must adhere to the designated prerequisites. Give attention to the listed prerequisites and suggested grade levels of all courses, as students are not permitted to enroll in the second year of any course until they have successfully completed the first year of the course. Courses for which no prerequisites are listed have no prerequisite requirement.

**Recommendations** – In addition to or in lieu of prerequisites, specific departmental recommendations are listed for certain courses. While these recommendations do not limit one's decision to enroll, the criteria are based on a professional assessment of characteristics of students who are generally successful in these courses. These recommendations should be carefully considered during registration.

## Course Requirements

Under state regulations, all students must be engaged in instruction or in a course-related activity for at least 1000 hours and for 180 days during a school year. Also, in order to receive one unit of credit for a course, a student must receive 135 hours of instruction per course. To meet these

requirements, every student must register for a full course load plus alternates. Please complete your registration carefully. The courses you select will be the basis for the school-wide schedule for the coming year. If you have questions or concerns regarding course selections, now is the time to address them, as you will not be allowed to change your course selections next August or January except under highly extenuating circumstances. All course offerings are subject to teacher allotment and a minimum class size.

## Schedule Changes

Much attention is given to careful course selection and creation of a master schedule which allows the greatest number of students the best schedule possible. Therefore, following the completion of registration, schedule changes will be limited. By state regulation, a drop/add period can only occur within the first 10 days for a block-scheduled school. For Johnston Community College courses, drop/add can only occur within the first three days. Any student wishing to make a revision in his/her schedule will be considered:

- If a student wishes to attempt to balance his/her academic load. These requests will be considered on a “space available” basis.
- If a student wishes to sequence courses. These requests will be considered on a “space available” basis.
- If a student passed a course that he/she assumed he/she would fail.
- If a student failed a course required for graduation.

Students who enroll in an honors or advanced placement course have made a commitment. They will not be able to drop an honors section and transfer to a regular section of the same course except for extenuating circumstances. Because honors sections will require additional work, the decision to enroll in them should be made with care. Regular sections of courses for which there are honors options are geared to meet College Preparation and Future Ready Core requirements.

# Course Descriptions

## English

**Essentials of English (9) 1 unit 10252C**  
Introduction to English is a class designed for freshmen to develop skills in the areas of research, effective studying, and communication that will be needed in all courses. Correct grammar usage and composition skills will be emphasized, along with the development of other skills necessary for success in English I-IV. Completion of one or more research projects will be a requirement for the course.

**Honors Essentials of English (9) 1 unit 10255C**  
Honors Essentials of English is designed for the advanced student who is continuing developing skills in the areas of research, effective studying, and communication that will be needed in all courses. Correct grammar usage and composition skills will be emphasized, along with higher order thinking skills in the development of other skills necessary for success

in English I-IV. Completion of one or more research projects will be a requirement for the course.

**English I (9) 1 unit 10212C**  
Students in English I explore the ways that audience, purpose, and context shape oral communication, written communication, and media and technology. While emphasis is placed on communicating for purposes of personal expression, students also engage in meaningful communication for expressive, expository, argumentative, and literary purposes. Reading comprehension skills are emphasized. In English I, students will express reflections and reactions to literature and to personal experience. They will explain meaning, describe processes, and answer research questions. They will evaluate communication and critique texts. They will make and support an informed opinion, and participate in conversations about oral and written analysis of literary genres, elements, and traditions. They will use knowledge of language and standard grammatical conventions. The English I End-of-Course Test is required.

**Honors English I (9) 1 unit 10215C**  
Honors English I is designed for those academically advanced students who excel in language arts and have received teacher recommendation. The course will emphasize literary analysis through the study of selected literary genres. Critical thinking and textual analysis are stressed. Students will work independently on a research project, an oral presentation, and several visual arts projects. Emphasis will be placed on advanced grammar beginning with syntax and word choice and including case and reference, subject-verb agreement, and usage. Students will demonstrate an advanced knowledge of vocabulary, including word parts. The English I End-of-Course Test is required.

**English II (10) 1 unit 10222C**  
**Prerequisite: English I**  
Students in English II read, discuss, and write about both classical and contemporary world literature (excluding British and American authors). They will examine pieces of world literature in a cultural context to appreciate the diversity and complexity of world issues and to connect global ideas to their own experiences. Students will continue to explore language for expressive, explanatory, critical, argumentative and literary purposes, although emphasis will be placed on informational contexts.

**Honors English II (10) 1 unit 10225C**  
**Prerequisite: English I or Honors English I**  
Honors English II is designed to challenge academically advanced students. It is fast paced, requires extensive outside reading, and offers challenging writing and speaking opportunities designed to develop the students’ abilities in language arts as preparation for the PSAT and SAT. Composition types, writing strategies, and revision techniques are stressed. Language study and grammar reviews are integrated with oral and written assignments. Literature, including an introduction to critical analysis and non fiction informational texts, focuses upon world authors and their works.

**English III (11) 1 unit 10232C****Prerequisite: English II**

Students in English III analyze United States literature as it reflects social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes. The emphasis is critical analysis of texts through reading, writing, speaking, listening, and using media. Students will relate the experiences of others to their own. They will research the diversity of the American experience and examine relationships between past and present. They will build increasing sophistication in defining issues and using argument effectively. In speech and writing students will create products and presentations which maintain standard conventions of written and oral language.

**Honors English III (11) 1 unit 10235C****Prerequisite: English II or Honors English II**

Honors English III is another step in the accelerated English curriculum. Students will demonstrate proficiency in critical analysis, interpretive essays, research, and creative writing. Students will study the historical, philosophical, artistic, and social movements that characterize American literature. This vigorous course demands that students be self-motivated and avid critical readers with strong writing skills. Students will prepare for the SAT by studying vocabulary and analogies and by practicing reading comprehension strategies.

**Advanced Placement Language and Composition (11) 1 unit 10357C****Prerequisite: Honors English II and Honors English III**

Students in Advanced Placement English Language and Composition will become skilled readers of prose written in a variety of periods, disciplines, and rhetorical context and skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students are required to take the Advanced Placement Exam for college credit; credit is granted by the particular university based upon scores earned on the exam.

**English IV (12) 1 unit 10242C****Prerequisite: English III**

Students in English IV will integrate all the language arts skills gained throughout their education. The curriculum both affirms these skills and equips the students to be life-long learners. Students continue to explore expressive, expository, argumentative, and literary contexts with a focus on British literature. The emphasis is on argumentation by developing a position of advocacy through reading, writing, speaking, listening, and using media. They will complete a graduation project, composed of a paper, product, presentation and portfolio.

**Honors English IV (12) 1 unit 10245C****Prerequisite: English III or Honors English III**

Honors English IV provides in-depth coverage of all skills, language usage, and conventional mechanics. The topics throughout the course are designed to challenge students who

are planning for further study beyond high school. Language skills learned are applied in expository compositions and in literature studies. This advanced course requires that students have strong writing and analytical skills. Students also will trace the history of the English language to its present form. In literature, major British authors are featured. Research and informational skills are refined, and independent study assignments are required. They will complete a graduation project.

**Advanced Placement Literature and Composition (12) 1 unit 10367C****Prerequisite or co requisite: Honors English III and Honors English IV**

Students in Advanced Placement English Literature and Composition will engage in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure to their readers. As they read, students should consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Students are required to take the Advanced Placement Exam for college credit; credit is granted by the particular university based upon scores earned on the exam.

**Introduction to Journalism (9-11) 1 unit 10312C**

Introduction to Journalism presents a survey of the history of American journalism and recent developments in the fields of video, newspaper, magazine, and yearbook production. Topics for consideration in the class include photojournalism, news writing, advertising, media law and ethics. This course, if offered, is suggested as a prerequisite for participation on newspaper, yearbook, and video production staffs.

**Newspaper Journalism I (10-12) 1 unit 10312CA****Recommendation: Introduction to Journalism, if offered**

Newspaper Journalism I will include, but is not limited to, units on news patterning techniques, interviewing, writing straight news stories, basic advertising techniques, and introduction to the school newspaper's design, layout, style, and review process. Students will critique their own writing and the writing of others. The teacher will evaluate student writing. Members of this class will write for the school's newspaper. Students are often required to participate in advertising sales and marketing for the newspaper.

**Newspaper Journalism II (10-12) 1 unit 10322C****Prerequisite: Newspaper Journalism I**

Newspaper Journalism II builds upon the content and skills learned in Newspaper Journalism I. This course will include units on selecting letters to the editor, writing headlines, and establishing photo cut lines and captions. Students will write entertainment reviews, create questions for surveys, conduct surveys, and write about the results of surveys. Students will also create column headings and newspaper photography. Students will critique their own writing and the writing of others. The teacher will evaluate student writing. Students in this course will write for the school's newspaper. Students are

often required to participate in advertising sales and marketing for the newspaper.

**Newspaper Journalism III (11-12) 1 unit 10325CA**

**Prerequisite: Newspaper Journalism II**

Newspaper Journalism III builds upon the content and skills learned in Newspaper Journalism II. Students in this course will write for the school's newspaper. Units will include, but are not limited to, introduction to copy editing, ad design, writing ad copy, sports writing, and cropping and sizing photographs. Students will critique their own work and the work of others. The teacher will evaluate student writing. Students are often required to participate in advertising sales and marketing for the newspaper.

**Newspaper Journalism IV (11-12) 1 unit 10325CB**

**Prerequisite: Newspaper Journalism III**

Newspaper Journalism IV builds on the content and skills learned in Newspaper Journalism III. Members of this class will write for the school's newspaper. The course will include, but is not limited to, units on intermediate copy editing, ad placement, circulation and distribution methods, and in-depth reporting. Students will critique their own writing and the writing of others. The teacher will evaluate student writing. Students are often required to participate in advertising sales and marketing for the newspaper.

**Newspaper Journalism V (12) 1 unit 10325CC**

**Prerequisite: Newspaper Journalism IV**

Newspaper Journalism V builds upon the content and skills learned in Newspaper Journalism IV. Students in this course will write for and edit the content of the school's newspaper. Units will include, but are not limited to, basic editorial writing, advanced copy editing, maintenance of the newspaper's future book, newspaper design, and front page and center spread content and makeup. Students will critique their own writing and the writing of others. The teacher will evaluate student writing. Students are often required to participate in advertising sales and marketing for the newspaper.

**Newspaper Journalism VI (12) 1 unit 10325CD**

**Prerequisite: Newspaper Journalism V**

Newspaper Journalism VI builds upon the content and skills learned in newspaper journalism V. Students in this course will write for the school's newspaper and coordinate its advertising and merchandising. Units will include, but are not limited to, advanced editorial writing, advertising placement, budgeting, and establishing deadlines. Students will critique their own writing and the writing of others. The teacher will evaluate student writing. Students are often required to participate in advertising sales and marketing for the newspaper.

**Yearbook Journalism I (10-12) 1 unit 10312CE**

**Recommendation: Introduction to Journalism**

Yearbook Journalism covers the Fundamentals of Journalism and the production of a yearbook. The course requires students to write, use a computer for copy and page layout, and spend extra hours to produce the yearbook. Skills in research, gathering statistics, feature writing, photojournalism, and

layout design are the focus of this elective. An understanding of the legal and ethical responsibilities inherent in a free press is emphasized. Students are often required to participate in advertising sales and marketing for the yearbook.

**Yearbook Journalism II (10-12) 1 unit 10322CF**

**Prerequisite: Yearbook Journalism I**

This course builds upon the Yearbook I content and skills and allows the students the opportunity to explore more fully the specific writing and design projects of interest to them. Students serve as staff members who produce copy, headlines, captions, and photographs, while adhering to copyright laws. Students are often required to participate in advertising sales and marketing for the yearbook.

**Yearbook Journalism III (11-12) 1 unit 10325CG**

**Prerequisite: Yearbook Journalism II**

This course builds upon the content from Yearbook II and allows students to serve as experienced staff members. Students are often required to participate in advertising sales and marketing for the yearbook.

**Science Fiction/Science Fantasy Literature (10-12) 1 unit 10272CB**

Students will read short stories and novels by selected authors such as Asimov, Bradbury, and Poe. Emphasis will be placed on critical reading skills and vocabulary development. Skills in speaking, listening, writing, and viewing will be enhanced through various classroom activities.

**Creative Writing (9-12) 1 unit 10252CA**

Creative writing is designed for students who are interested in writing original poetry, plays, essays, and short stories. Students will consider the elements of creativity, inspiration, form, and content in relation to the styles of representative authors. Self-criticism, group evaluation, contest entries, and publication of students' work are required activities. Projects may include the publication of a literary magazine.

**Round Table (9-12) 1 unit 10292CA**

Round Table is designed for students who are interested in the discussion of ideas. The course will have a thematic approach, which will combine individual research and reading with public speaking, group discussion, and seminar. Most topics will encompass several areas of study. Students will choose from a variety of literary works and other media. They will receive training and practice in public speaking. Guest speakers will be invited to speak on their areas of expertise. Field trips will be arranged whenever applicable and possible. Students will be required to produce at least two major independent projects as well as a number of speeches, essays, and seminars. In addition to the themes explored by the entire class, students will also set individual goals and themes to explore.

**Honors Round Table 10295C**

Honors Round Table is designed for students who are interested in the discussion of ideas. Students will be required to do extensive research and independent study, produce essays at an advanced level and use analytical skills to determine personal, social ethical and cultural implications of

selected readings, films and class discussions. The course will have a thematic approach encompassing several areas of study.

## Social Studies

### Social Studies Sequence of Course Offerings

<b>Grade 9</b>	<b>World History</b>
<b>Grade 10</b>	<b>Civics and Economics</b>
<b>Grade 11</b>	<b>U.S. history</b>
<b>Grade 12</b>	<b>No requirements. Students may take elective Social Studies courses</b>

#### **World History (9) 1 unit 40242C**

World History provides students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. The application of themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of civilizations around the world, and broaden their historical perspectives.

#### **Honors World History (9) 1 unit 40245C**

Honors World History is designed for accelerated students to study the origins of the world civilizations. Students will demonstrate critical thinking skills by comparing and contrasting the characteristics of the world's major cultural areas. They will analyze the historical significance of certain civilizations as they relate to the growth of society. To accomplish the above goals, students will engage in independent reading, critical analysis, and writing.

#### **Advanced Placement World History (9-12) 1 unit 40247C**

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate factual skills. The course highlights the nature, causes and consequences of changes in global frameworks, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Students are required to take the Advanced Placement World History Examination.

#### **Civics and Economics (10) 1 unit 40522C** **Prerequisite: World History**

Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens. When studying the legal and political systems, students will become aware of their rights and responsibilities and put this information into practice. Furthermore, this course serves as a foundation for United States History. The Civics and Economics End-of-Course Test is required.

#### **Honors Civics and Economics (10) 1 unit 40525C** **Prerequisite: Honors World History**

Honors Civics and Economics is designed for accelerated students to study systems of Civics and Economics that affect their lives as consumers and citizens. This course is designed for highly motivated and curious students who wish to gain a broader understanding of the skills of the informed decision maker. The Honors Civics and Economics End-of-Course Test is required.

#### **Advanced Placement European History (12) 1 unit 40237C** **Prerequisite: Honors World History**

Instructional goals surrounding intellectual-cultural, political-diplomatic, and social-economic history form the basis for the course. Students are expected to demonstrate knowledge of basic chronology and of major events and trends from 1450 to the present, that is, from the high renaissance to the recent past. In addition, the goals are to develop an understanding of some of the principle themes in modern European history, an ability to analyze historical evidence, and an ability to analyze and to express historical understanding in writing. Students are required to take the Advanced Placement European History Examination.

#### **U. S. History (11) 1 unit 40212C** **Prerequisite: World History, Civics & Economics**

After the study of Civics and Economics, this survey course will begin with the national period and the administration of George Washington. The overall curriculum continues to current times. The focus of the course provides students with a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society. The U.S. History End-of-Course Test is required

#### **Honors U.S. History (11) 1 unit 40215C** **Prerequisite: Honors World History, Honors Civics & Economics**

Honors U.S. History is an interdisciplinary survey of the United States from the administration of George Washington to the present. Students will demonstrate critical thinking skills by investigating the cause and effect of many aspects of U. S. History through extensive outside reading and writing. The course is designed for highly motivated and curious students who wish to gain insight on changing historical processes. The U.S. History End-of-Course Test is required.

#### **Advanced Placement United States History (11-12) 1 unit 40217C**

**Prerequisite: Honors English III. (Some Social Studies departments strongly recommend that AP US History be taken by juniors and AP government by seniors. See your school counselor and Social Studies teachers for recommendations at your school.)**

The Advanced Placement course in United States History is designed to give students an understanding of the subject matter and major interpretive questions that derive from the study of selected themes. The AP course will train students to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic

evidence of historical events. There will be a close examination of a series of problems or topics through specialized writings by historians. Students are required to take the U.S. History End-of-Course Test and the Advanced Placement Examination.

**American Government (11-12) 1 unit 40422C**

**Prerequisite: Civics & Economics**

American Government is designed for students to further the study of our political and legal systems. It begins with an in-depth look at the United States Constitution. Students will further examine the historical beginnings of our governmental framework and analyze the intentions of our founding fathers. On both national and state levels, major institutions such as legislative bodies, executive officials, and judicial levels of courts are studied. Other topics that play a pivotal role in government decisions today – political parties, public opinion, private interest groups, relationships with foreign governments – are included.

**Honors American Government (11-12) 1 unit 40425C**

**Prerequisite: Honors Civics and Economics**

Honors American Government is designed for accelerated students to explore the institutions and foundations of the American system of government. Students will be expected to use critical thinking skills to compare and contrast the American government structure to the governmental institutions and practices of other nations. Students will gain knowledge of American institutions - both formal institutions and informal institutions. Students will be expected to identify significant issues, brainstorm solutions, arrive at decisions and create plans of action using a wide array of resources including the internet. Strong research skills, presentation skills, writing skills, and the ability to work well with others are required.

**Advanced Placement U.S. Government and Politics (11-12) 1 unit 40047C**

**Prerequisite: Honors Civics and Economics or Honors US History. (Some Social Studies departments strongly recommend that AP US History be taken by juniors and AP government by seniors. See your school counselor and Social Studies teachers for recommendations at your school.)**

The Advanced Placement course in U.S. Government and Politics will give students an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. Topics included in the course are constitutional underpinnings of United States government, political beliefs and behaviors, political parties and interest groups, institutions of the national government, public policy, and civil rights and civil liberties. Students are required to take the Advanced Placement Government and Politics Examination.

**Economics (11-12) 1 unit 40502C**

Economics is designed to equip students with the knowledge and tools necessary to understand the mechanics and functions

of the American economic system. Key elements include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, trade and interdependence, and comparative economic systems.

**Advanced Placement Economics (11-12) 1 unit 40507C**

Advanced Placement Economics gives students a thorough understanding of the principles of microeconomics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. Primary emphasis is placed on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Students who have taken both Advanced Placement US Government and Politics and Advanced Placement Economics will take the NC End-of-Course Test in Civics and Economics and the Advanced Placement Economics Examination in Microeconomics.

**Contemporary Law and Justice (9-12) 1 unit 40432C**

Contemporary Law and Justice is a practical study in the legal, judicial, law enforcement, and corrections systems of the United States. Students focus on legal principles and the laws and procedures derived from them. They examine relevant examples of civil and criminal laws, law enforcement methods, court procedures, and efforts toward corrective justice. In the law and justice course students examine problems within the legal and justice systems.

**Honors Law and Justice (10-12) 1 unit 40435C**

This honors level course provides students with an opportunity for concentrated study of the legal, judicial, law enforcement, and corrections systems of the United States. In their study, students focus on legal principles and the laws and procedures derived from them. They examine relevant examples of civil and criminal laws, law enforcement methods, court procedures, and efforts toward corrective justice. In the Law and Justice Course students also examine problems within the legal and justice systems and issues that arise from their operation. This course is designed for highly motivated students who can handle the rigor and demands of the honors level curriculum.

**The American Presidency (10-12) 1 unit 40422CA**

American politics and history is covered through an in depth study of presidential administrations from George Washington to the present. Executive powers in domestic and foreign policy will be examined. Personalities and leadership styles of the individual presidents will be compared.

**Contemporary America (11-12) 1 unit 40072CA**

Students will examine political and social changes in America since 1960. Topics of particular emphasis include civil rights, Vietnam, youth rebellion of the sixties, and current political trends. Movies and music of the period will be examined. The class will improve skills in debate and discussion through seminars on selected topics. Students will research topics, complete writing assignments, and make presentations to the class.

**World Issues (11-12) 1 unit 40102CA**

World Issues is a course in which students analyze emerging issues which are affecting world history, politics, and human resources. Students investigate the historical roots of current events, ideas, and movements. Students assess the forces of continuity and change as it shapes human history.

**Honors Johnston County History (12) 1 unit 40205CA**

**Prerequisite:** world studies course, Civics and Economics, US History and recommendation from Social Studies instructor

Johnston County History provides students the opportunity to explore the significant historical developments in Johnston County. From the settlement of Johnston County through Johnston County's participation within major conflicts, locally, nationally, and globally, students examine the ideas, movements, and phenomena that created Johnston County and influenced its geo-political direction within the state and nation. Primary source documents will be utilized to provide as accurate a portrayal of events in Johnston County. To enhance this historical examination of Johnston County, students will participate in seminars, writing activities, and exploration of local historical sites that correlate with course requirements.

## Mathematics

**\*\* see Appendix B page 4 for High School Mathematics sequence \*\***

Rising ninth graders will take a mathematics placement test in the spring of their eighth grade year. The results of this test in combination with other factors will be used to make a recommendation for the ninth grade math course. Use of graphing calculators is an integral part of algebra and higher-level math courses.

**Introduction to Mathematics (9) 1 unit 20202C**

**\*\*Only students entering 9<sup>th</sup> grade prior to 2009 and who have selected the Career Prep Course of Study may receive a math credit. All other students will receive one math elective credit. Students entering 9<sup>th</sup> grade in 2009 and beyond will receive an elective credit.**

**Prerequisite:** score on 9<sup>th</sup> grade Math placement exam and teacher recommendation

Introductory Mathematics provides students a survey of preparatory topics for high school mathematics, including the foundations for high school algebra and geometry.

Appropriate technology, from manipulative to calculators, should be used regularly for instruction and assessment. The curriculum includes understanding and computing with real numbers, using properties and relationships in geometry and measurement concepts to solve problems, using graphics and data analysis, and using linear relations and functions.

**Foundations of Algebra (9-12)**

**1 unit elective credit 20182C**

**Prerequisite:** score on 9<sup>th</sup> grade Math placement exam and teacher recommendation

The Foundations curriculum includes: the language of algebra; properties of real numbers; solution and use of linear equations and inequalities in one variable; ratios, proportions,

and percents; operations with real numbers; identifying and applying concepts of functions and relations; solving, using, and graphing linear equations and inequalities in two variables; operations with polynomials; and Algebraic fractions. This course is designed to help students develop abstract reasoning and logic. Students are expected to demonstrate proficiency with the graphing calculator.

**Basic Algebra (9-12) 1 unit 20232CA**

**Basic Algebra will fulfill the North Carolina High School graduation requirement for Algebra.**

**Prerequisite:** Foundations of Algebra

The Basic Algebra curriculum includes: operations and applications of real numbers; applications related to linear equations and inequalities in one variable; relations and functions; radical expressions; the solutions, graphs and uses of systems of linear equations and inequalities; operations with algebraic fractions; analysis of linear equations; graphing and interpreting nonlinear equations. Students are expected to demonstrate proficiency with the graphing calculator. The student's level of mastery of concepts in this course determines future course selection of either Geometry or Technical Math I. The Algebra I End-of-Course Test is required.

**Algebra I (9-12) 1 unit 20232C**

**This course will fulfill the North Carolina High School graduation requirement for Algebra I.**

**Prerequisite:** score on 9<sup>th</sup> grade Math placement exam and teacher recommendation

Algebra I continues the study of algebraic concepts. It includes operations with polynomials and matrices, creation and application of linear function and relations, algebraic representations of geometric relationships, and an introduction to nonlinear functions. Students are expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. The student's level of mastery of this course determines future course selection of Geometry, Honors Geometry, or Technical Math I. The Algebra I End-of-Course Test is required.

**Technical Math I (10-12) 1 unit 20152C**

**Prerequisite:** Algebra I or Basic Algebra

Technical Mathematics I continue students' study of algebra and geometry, building upon middle school and algebra I topics. Problem solving, measurement, special relationships in right triangles, transformations, and geometric applications of algebra are topics to be studied in an application-centered environment. The students' level of mastery of these concepts determines future course selection of either Technical Math II or Geometry.

**Technical Math II (11-12) 1 unit 20172C**

**Prerequisite:** Technical Math I

Technical Mathematics II continues students' study of algebra and geometry. Geometry, functions, and statistical methods for estimation and prediction are the topics to be studied in an application-centered environment. The students' level of mastery of these concepts determines future course selection

of Geometry. This course will not count as math for students entering 9<sup>th</sup> grade in 2009 and beyond.

**Foundations of Geometry 1 unit** **20292C**

*Upon successful completion of Foundations of Geometry, students will earn one math elective credit.*

Geometry continues students' study of geometric concepts. Students will move from an inductive approach to deduction methods of proof in their study of two and three dimensional geometric figures. Reasoning skills will be emphasized; students will broaden their use of the coordinate plane as well as transformational geometry and trigonometry.

**Geometry (9-12) 1 unit** **20302C**

**Prerequisite: Algebra I or Basic Algebra**

**Recommendation: 77 or Above in Algebra I or Algebra IB.**

Geometry continues students' study of geometric concepts. Students will move from an inductive approach to deductive methods of proof in their study of two- and three-dimensional geometric figures. Reasoning skills will be emphasized; students will broaden their use of the coordinate plane as well as transformational geometry and trigonometry. The student's level of mastery of these concepts determines future course selection of either Algebra II or Technical Math. The Geometry End-of-Grade Test is required.

**Honors Geometry (9-10) 1 unit** **20305C**

**Prerequisite: Algebra I**

**Recommendation: 93 or Above in Algebra I**

The Honors Geometry curriculum covers the topics of geometry at a more comprehensive level and at an accelerated pace. There is more time to cover topics such as transformational geometry, trigonometry, and investigation of non-Euclidean Geometry. Strong emphasis will be placed on proofs, problem solving, investigation, analysis, discovery, and independent learning. The student's level of mastery of the concepts in this course determines future course selection of either Honors Algebra II or Algebra II. The Geometry End-of-Course Test is required.

**Foundations of Advanced Algebra 1 unit** **20192C**

*Upon successful completion of Foundations of Advanced Algebra, students will earn one math elective credit.*

Algebra II continues students' study of advanced algebraic concepts including functions, polynomials, and rational expressions, systems of functions and inequalities, and matrices. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems.

**Algebra II (10-12) 1 unit** **20242C**

**Prerequisite: Geometry**

**Recommendation: 77 or above in Geometry**

Algebra II continues students' study of advanced algebraic concepts including functions, polynomials, and rational expressions, systems of functions and inequalities, and matrices. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. The student's level of mastery of the concepts in this course determines future course selection in

Mathematics of Advanced Functions, Discrete Math, or Pre-Calculus. The Algebra II End-of-Course Test is required.

**Honors Algebra II (10-11) 1 unit** **20245C**

**Prerequisite: Honors Geometry or Geometry**

**Recommendation: 85 or above in Honors Geometry or 93 or above average in Geometry.**

The Honors Algebra II curriculum covers the topics of Algebra II at a more comprehensive level and at an accelerated pace. There is time to cover additional topics important in more advanced mathematics courses such as permutations, combinations, and probability. The study of sequences and series will be extended to include the introduction of limits. Additional linear programming topics will include maximum and minimum problems with emphasis on profit and loss. Strong emphasis will be placed on problem solving, investigation, analysis, discovery, and independent thinking. Students will use graphing calculators to investigate many of these topics. The student's level of mastery of the concepts in this course determines future course selection of Advanced Functions, Discrete Math, or Pre-Calculus. The Algebra II End-of-Course Test is required.

**Advanced Functions and Modeling (11-12)**

**1 unit** **20252C**

**Prerequisite: Honors Algebra II or Algebra II**

Advanced Functions provides students an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications originate. Students will analyze data and apply probability concepts, use logarithmic functions, piece-wise defined functions, power functions, trigonometric functions, and recursively-defined functions to model and solve problems. The student's level of mastery of the concepts in this course determines future course selection of either AP Statistics or Pre-Calculus.

**Honors Advanced Functions and Modeling (11-12)**

**1 unit** **20255C**

**Prerequisite: Honors Algebra II or Algebra II**

Advanced Functions provides students an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications originate. Students will analyze data and apply probability concepts, use logarithmic functions, piece-wise defined functions, power functions, trigonometric functions, and recursively-defined functions to model and solve problems. The honors level course is more challenging than standard courses and provides multiple opportunities for students to take greater responsibility for their learning. Honors Advanced Functions and Modeling provides opportunities for problem-seeking and problem-solving including long-term projects or problem-based assignments in which students directly apply Mathematics at a more complex level. The honors level course is designed for students planning to continue with Pre-Calculus and AP Calculus.

**Pre-Calculus (11-12) 1 unit 20705C**

**Prerequisite: Honors Algebra II or Algebra II**

**Recommendation: above 85 in Honors Algebra II or above 93 average in Algebra II**

The Pre-Calculus (formerly Honors Advanced Math) course provides students an honors-level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for Calculus. Applications and modeling should be included throughout the course of study. The student's level of mastery of the concepts in this course determines future course selection of either AP Calculus, Introduction to College Mathematics, Discrete Mathematics, or AP Statistics.

**Discrete Mathematics (11-12) 1 unit 20502C**

**Prerequisite: Algebra II or Honors Algebra II**

Discrete Mathematics introduces students to the mathematics of networks, social choice, and decision making. The course extends students' application of matrix arithmetic and probability. Applications and modeling are central to this course of study. The student's level of mastery of the concepts in this course determines future course selection of either AP Statistics or Pre-Calculus

**Honors Discrete Mathematics (11-12) 1 unit 20505C**

**Prerequisite: Honors Algebra II**

Honors Discrete Mathematics introduces students to the mathematics of networks, social choice, and decision-making. The course extends students' application of matrix arithmetic and probability. Applications and modeling are central to this course of study. It is recommended for mathematically inclined students who can maintain standards within the rigor and challenge of the honors curriculum. The student's level of mastery of the concepts in this course determines future course selection of either AP Statistics or Pre-Calculus

**Advanced Placement Statistics (11-12) 1 unit 20667C**

**Prerequisite: Honors Algebra II**

**Recommendation: Above 85 in Honors Algebra II**

AP Statistics is an excellent option for any student who has completed two years of algebra, regardless of the student's intended college major. At least one statistics course is typically required for majors such as engineering, psychology, sociology, health science, mathematics, and business. This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will observe patterns and departures from patterns, decide what and how to measure, produce models using probability and simulation, and confirm models. Students are required to take the Advanced Placement Statistics Examination.

**Introduction to College Mathematics (11-12) 1 unit 20732C**

**Prerequisite: completion of Honors Algebra II**

**Recommendation: 92 or above in Honors Algebra II.**

**\*\* For College University PrepCourse of Study, 4 Maths are required, one of which must be beyond Algebra II. The UNC system only recognizes Math courses beyond Algebra II written by the North Carolina Department of Public Instruction. This is a local course written by Johnston County educators. This course should not be the only**

**Math course taken by seniors, as UNC system schools may not recognize it.**

The Introduction to College Mathematics curriculum includes: fields and groups; locus of points; sequences and series; polynomial, exponential and logarithmic functions; math induction; matrix operation; elementary limits; and the extension of function and relation concepts to include inverses and composites. In addition, rules of differentiation will be explored as well as finite math topics about social choices. Students study the following topics of trigonometry along with their applications: trigonometric functions, the unit circle, right triangles, oblique triangles, inverse functions, trigonometric identities, and advanced curve sketching. Students must have extensive knowledge of the graphics calculator.

**Advanced Placement Calculus AB (11-12) 1 unit 20767C**

**Prerequisite: Pre-Calculus and Introduction to College Mathematics.**

**Recommendation: 93 or above in pre-Calculus (formerly Honors advanced Math)**

Calculus AB is primarily concerned with developing the student's understanding of the concepts of calculus and providing experience with its methods and applications. This includes three basic topics: elementary functions, differential calculus, and integral calculus. The functions studied are the algebraic, trigonometric, exponential and logarithmic functions, in general, as well as the concept of limits. Derivatives, applications of derivatives, anti-derivatives, and applications of the integral complete the course. Students are required to take the Advanced Placement Calculus AB Examination.

**Advanced Placement Calculus AB/BC (12) 1 unit 20777C**

**Note: Johnston County offers AP Calculus ABS and BC as a full year course. Students take the AP Calculus BC exam in the spring, which yields both a Calculus AB sub score and a score for Calculus BC.**

**Prerequisite: 93 or above in pre-Calculus**

The topics of Advanced Placement Calculus AB are covered in this course, plus additional topics to prepare the student for the Calculus BC Examination, including a rigorous treatment of sequences and series. The curriculum is prescribed and paced by the College Board. Students are required to take the Advanced Placement Calculus BC Examination.

**Robotics I (10-12) 20632C**

Robotics Design Lab I allows students to apply previously learned mathematical and scientific concepts to hands on activities with computer-controlled motors and sensors in robots. The course consists of several mini-design projects including design of a mobile base and an arm with a gripper. The final design project provides the opportunity for students to demonstrate their knowledge of course concepts. No computer programming experience required. Students will receive honors level credit upon successful completion of the course.

**Robotics Design II (10-12)** **20632CA**  
 Robotics Design II allows students to build upon the principals and concepts learned in Robotics Design I. Students will identify a real world problem, document and design requirements of a robot to solve the problem, and then design, build, and programming a completely autonomous working robotic prototype. Students will receive honors level credit upon successful completion of the course.

## Science

### Suggested sequence of Science courses

Grade	Students with average science interest: students who have not yet completed Algebra I	Students with above average science interest: students who have taken or are taking Algebra I in 9 <sup>th</sup> grade
9	Earth/Environmental Science	Honors Earth/Environmental Science
10	Physical Science	Honors Biology
11	Biology	Chemistry/Physics or Honors Chemistry/Honors Physics
12	No requirement: student may take Science elective	AP Environmental Science and/or AP Physics, AP Chemistry, additional science courses

**Physical Science (9-10) 1 unit** **30102C**

**Co-requisite: Algebra I**

Physical Science is the introduction to Chemistry and Physics explaining the concepts and principles of matter and energy. Students will demonstrate a basic knowledge of the physical sciences, of the scientific method of problem solving, and of laboratory procedures, equipment, and safety. Topics of study include the structure of the atom, structure and properties of matter, motions and forces, and the conservation of energy, matter, and charge. Students use their mathematical skills in the applications of science. Students are required to take the North Carolina End-of-Course test in Physical Science.

**Earth/Environmental Science (9) 1 unit** **30382C**

**Co-requisite: Introduction to Mathematics or Algebra IA**

Earth/Environmental Science focuses on the function of the earth's systems. Emphasis is placed on matter, energy, crystal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material. Through the earth system. Laboratory experiences are integral parts of the course. This course meets the Earth/Environmental Science graduation requirement.

**Honors Earth/Environmental Science (9) 1 unit** **30385C**

**Prerequisite: Algebra I**

Honors/Earth Environmental Science parallels the standard course in Earth/Environmental Science. This course is designed for students who plan to take future advanced level science courses, and continue their study of sciences beyond the high school level. The course focuses on the function and structure of the earth's systems. Emphasis is placed on matter,

energy, crystal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and materials through the earth's solid, gaseous, and water systems. This in-depth, fast paced study of the earth systems will challenge motivated students. Honors Earth requires self-directed learning and develops critical thinking skills through the use of individual research projects, independent study, and laboratory investigations. Field and laboratory experiences will be an integral part of this course, providing students knowledge of proper laboratory and data collection techniques in order to reinforce learning and to promote the methods used by scientists.

**Biology (9-11) 1 unit** **30202C**

Biology is designed to continue student investigations of the biological sciences. 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 also includes the cell, the molecular basis of heredity, biological evolution, matter, energy, and organization in living systems, and the behavior of organisms. Students are required to take the North Carolina End-of-Course Test in Biology.

**Honors Biology (9-11) 1 unit** **30205C**

Honors Biology parallels the standard course in Biology and is designed for students who plan to take future advanced level life science courses. This in-depth, fast paced study of the life sciences will challenge motivated students. Honors Biology requires self-directed learning through the use of various forms of independent projects. Field and laboratory experiences will be an integral part of the course. Students are required to take the North Carolina End-of-Course Test in Biology.

**Honors Advanced Biology (11-12) 1 unit** **30215C**

**Prerequisite: Honors Biology, Honors Chemistry**

Advanced Biology is designed to introduce students to the molecular basis of biology: biochemistry, bioenergetics, control systems, reproduction and development, genetics, diversity, evolution, and anatomy in more detail than biology. Students do extensive research, independent study, and laboratory investigations. The course is designed for students who have shown superior achievement and high interest in previous science courses, and plan a career in life Sciences, medical laboratory work, nursing, or medicine.

**Advanced Placement Biology (11-12) 1 unit** **30217C**

**Prerequisite: Advanced Biology**

The AP Biology course is designed to be the equivalent of a college introductory biology course, and will include topics regularly covered in a college biology course. Instructional goals cover eight major themes: Science as a process, evolution, energy transfer, continuity and change, relationship of structure to function, regulation, interdependence in nature, and science, technology, and society. Students are required to take the Advanced Placement Biology Examination.

**Anatomy and Physiology (10-12) 1 unit 30232C****Prerequisite: Biology, Chemistry**

Anatomy and Physiology provides an in-depth study of the structure of the human body and the detailed study of the functions of the human body systems. It is designed for those students who are interested in a career in the medical field. Laboratory work includes anatomical studies of mammals such as fetal pigs and cats.

**Honors Anatomy and Physiology (11-12) 1 unit 30235C****Prerequisite: Biology or Honors Biology, Honors Chemistry**

Honors Anatomy and Physiology provides an in-depth study of the structure of the human body and the detailed study of the functions of the human body systems. It is designed for those students who are interested in a career in the medical field. Additionally, this honors course is designed for those highly motivated and self-directed learners who can succeed with the rigor and challenge of the honors level curriculum. Laboratory work includes anatomical studies of mammals such as fetal pigs and cats.

**Chemistry (10-12) 1 unit 30502C****Prerequisite: Biology or Honors Biology and Algebra II**

Chemistry 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 transformation, composition, structure, and properties of substances. Students are required to take the North Carolina End-of-Course Test in Chemistry.

**Honors Chemistry (10-12) 1 unit 30505C****Prerequisite: 85 or higher in Biology or Honors Biology  
Prerequisite: Algebra II**

Honors Chemistry is designed for students who plan to continue their study of the sciences beyond the high school level. The concepts covered in this course parallel those of Chemistry but at a faster pace and in greater depth. Students perform extensive research, independent study, and laboratory work. Theoretical and mathematical relationships in chemistry are studied. Students are required to take the North Carolina End-of-Course Test in Chemistry.

**Chemistry II (10-12) 1 unit 30512C****Prerequisite: Biology, Chemistry, Algebra II**

Chemistry II is an advanced course that builds upon the foundation of chemistry with increased emphasis on organic chemistry, quantitative and qualitative analysis, thermochemistry, electrochemistry, and electrochemistry bonding energies. Laboratory experiences will be provided to illustrate laboratory techniques to reinforce learning and to promote the methods of the scientist.

**Honors Chemistry II (10-12) 1 unit 30515C****Prerequisite: Biology, Honors Chemistry, Algebra II**

Honors Chemistry II is a mathematically oriented chemistry course and not merely descriptive; appropriate mathematical techniques will be used throughout the course. Laboratory experiences will be provided to illustrate laboratory techniques

To reinforce learning and to promote the methods of the scientist. Emphasis will be placed on extensive chemical analyses and calculations and individual laboratory research.

**Advanced Placement Chemistry (10-12) 1 unit 30517C****Prerequisite: Honors Biology, Honors Chemistry, Honors Algebra II**

The AP Chemistry course is designed to be the equivalent of the introductory college-level Chemistry course. All goals focus on the unifying concepts of systems, order, and organization; evidence, models, and explanation; constancy, change, and measurement; evolution and equilibrium; and form and function. Students must be prepared to participate in laboratory experiences equivalent to that of a typical college course. The Advanced Placement Examination in Chemistry is required for students enrolled in the course.

**Honors Environmental Science (10-12) 1 unit 30425C****Prerequisite: successful completion of an Honors Physical Science and/or Biology**

Honors Environmental Science parallels AP Environmental Science and offers the student an opportunity to study the mutual relationships between living organisms and physical factors in their environments. Students work in greater depth and study additional topics such as biotic and abiotic factors, energy relationships, biogeologic cycles, population dynamics, ecosystems, and biogeography. This course meets the Earth/Environmental Science graduation requirement.

**Advanced Placement Environmental Science (11-12) 1 unit 30427C****Prerequisite: Honors Biology and/or Honors Chemistry, Honors environmental Science**

Advanced Placement Environmental Science is equivalent to the first year College Environmental Science course. The goal is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, and to evaluate the relative risks associated with these problems and examine alternative solutions for resolving and/or preventing them. Students are required to take the Advanced Placement Environmental Science Test.

**Physics (11-12) 1 unit 30602C****Prerequisite: Algebra II**

Physics is designed for students who plan to pursue higher education in a science or technical field. Physics 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. Students are required to take the North Carolina End-of-Course Test in Physics.

**Honors Physics (11-12) 1 unit 30605C****Prerequisite: Algebra II****Co-requisite: Honors advanced Math**

The concepts covered in this course parallel those of Physics but in greater depth. The topics covered will include classical physics, mechanics, basic thermodynamics, light and optics, electricity and magnetism. Instruction will rely heavily upon the use of the laboratory. The curriculum in this course relies

on many supplemental materials and lab equipment. Students are required to take the North Carolina End-of-Course Test in Physics.

**Advanced Placement Physics B (11-12) 1 unit 30637C**

**Prerequisite:** Honors Algebra II, pre-Calculus (formerly Honors advanced Math), Honors Physics

**Co-requisite:** Calculus recommended, Honors Physics

AP Physics is offered as two separate courses: AP Physics B and AP physics C. Physics B includes topics in mechanics and thermal Physics, waves and optics, and atomic and nuclear Physics at a level appropriate for a college introductory course for majors in the natural sciences outside of the physical sciences and engineering. Physics B is recommended as a second-year Physics course for students who are interested in life, medical, and/or applied science. Algebra and trigonometry are used to quantitatively study nature and describe phenomena. Students are required to take the North Carolina End-of-Course Test in Physics and the Advanced Placement Examination in Physics B.

**Marine Science (10-12) 1 unit 30442C**

**Prerequisite:** A Physical Science, Biology

Marine Science is an elective that is designed to give the student a practical study of the marine habitat as well as its surrounding environments. This course focuses on topics such as ocean zones, man and the sea, animals and plants, weather, plate tectonics, food chains and webs, pollution, and the role of governments in preserving marine environments. Emphasis is placed on marine science as it involves the state of North Carolina.

**Astronomy (10-12) 1 unit 30702C**

**Prerequisite:** Physical Science or Earth Science

The underlying principles of life, earth, and physical science will be integrated in this study of the universe. Historical astronomy, the solar system, comets, constellations, extraterrestrial life, and the evolution of stars will be the major topics of study. Observational astronomy skills and critical thinking will be fostered through the use of laboratory and field activities.

**Zoology (10-12) 1 unit 30322C**

**Prerequisite:** a Physical Science, Biology

Zoology is designed to offer the student an in-depth study of the animal kingdom. It will survey the biology and classification of vertebrates and invertebrates. Studies will involve hands-on experiences with live specimens as well as laboratory activities, research and field collections.

## Foreign Language

**French I (9-12) 1 unit 10412C**

**Prerequisite:** none

French I is designed to give students a balanced exposure to all four language skills (speaking, listening, reading, and writing) and culture. Students will be encouraged to use only French in the classroom. Students will speak, listen, read and write in French About such topics as friends and family, school, sports, and leisure activities. Grammar is taught within

the context of meaningful learning situations, conversation, and rapid oral drill with primary emphasis on the present tense, acquiring vocabulary, and cultural understanding. Some cultural topics discussed in French I are the geography of France, French-speaking countries of the world, and French cooking.

**French II (9-12) 1 unit 10422C**

**Prerequisite:** French I

**Recommendation:** minimum grade of C

The skills developed in French I are expanded in French II with increasing emphasis on the development of speaking and writing skills. Students encounter a substantial amount of new grammatical material; therefore, a firm foundation in French I grammar and vocabulary is essential. A minimum of three verb tenses will be studied. By the end of the course, students will converse, read, and write on a more sophisticated level than in French I. A continuing study of the culture will be presented.

**French III (Honors) (10-12) 1 unit 10435C**

**Prerequisite:** French II

**Recommendation:** minimum grade of B

French III provides an extensive study of French grammar. Essential grammatical structures of the French language are reviewed or introduced at this level as well as a large amount of vocabulary. Students will be expected to write accurately using the grammatical concepts and vocabulary studies. Speaking skills will be developed through informal conversations and skits. Reading selections will include short texts.

**French IV (Honors) (10-12) 1 unit 10445C**

**Prerequisite:** French III

**Recommendation:** minimum grade of B

French IV provides an in-depth review of French grammar as well as the introduction of some advanced grammatical topics. There will be ample opportunities to develop and practice conversational and writing skills. Numerous reading selections will serve as the basis for vocabulary development and class discussion. During the second semester students will explore a short novel or play. Mostly French will be spoken in class. This course will serve as good preparation for AP French Language.

**French V (Honors) (11-12) 1 unit 10455C**

**Prerequisite:** French IV

**Recommendation:** minimum grade of B

Students who have mastered French levels I through IV may enroll in French level v. Although this advanced level course does not provide the opportunity to earn College credit, it allows students to continue their foreign language studies. Students will write compositions in French as well as develop their speaking skills at an advanced level. Students will be expected to read, understand, and critically analyze selected works of literature.

**Advanced Placement French Language (11-12)**  
**1 unit** **10457C**  
**Prerequisite: teacher recommendation, minimum grade of B in French IV or V**

Advanced Placement French Language emphasizes the use of language for active communication and provides the opportunity to earn college credit. The objectives of the course include the development of the ability to understand spoken French in various contexts; a French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other non-technical writings; and the ability to express oneself coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French. The Advanced Placement Examination in French Language is required.

**Advanced Placement French literature (11-12)**  
**1 unit** **13407C**  
**Prerequisite: teacher recommendation, French IV**

Advanced Placement French literature emphasizes proficiency in the fundamental language skills that enable the students to read and understand prose and verse of moderate difficulty, and to formulate and express critical opinions and judgments in correct oral and written French. Students develop the ability to read and analyze critically and to discuss perceptively representative works of French literature.

Students will read and analyze plays, novels, and poetry recommended by the College Board. The Advanced Placement Examination in French Literature is required.

**Heritage Spanish I (9-12) 1 unit** **14012C**  
**Prerequisite: oral proficiency**

This course is designed specifically for native speakers of Spanish who already have oral skills. In this course, students will refine oral language skills to address a variety of audiences, develop and/or improve reading and writing skills through the examination of authentic print and non-print materials, and explore the cultures of the Hispanic world.

**Heritage Spanish II (9-12) 1 unit** **14025C**  
**Prerequisite: Heritage Spanish I**

This course is a continuation of Heritage Spanish I.

**Spanish I (9-12) 1 unit** **10512C**  
**Prerequisite: none**

Spanish I is designed to give students a balanced exposure to all four language skills (speaking, listening, reading, and writing) and culture. Students will be encouraged to use only Spanish in the classroom. Students will speak, listen, read and write in Spanish about such topics as friends and family, school, sports, and leisure activities. Grammar is taught within the context of meaningful learning situations, conversation, and rapid oral drill with primary emphasis on the present tense, acquiring vocabulary, and cultural understanding. Some cultural topics in Spanish I are Spanish-speaking countries and their geography and customs, Hispanic holidays, and Hispanic food.

**Spanish II (9-12) 1 unit** **10522C**  
**Prerequisite: Spanish I**

**Recommendation: minimum grade of C**

The skills developed in Spanish I are expanded in Spanish II with increasing emphasis on the development of speaking and writing skills. Students encounter a substantial amount of new grammatical material and new vocabulary. Therefore, a firm foundation in Spanish I grammar and vocabulary is essential. By the end of the course, students will converse, read, and write Spanish on a more sophisticated level than in Spanish I. The culture and history of Hispanic countries are also studied.

**Spanish III (Honors) (10-12) 1 unit** **10535C**  
**Prerequisite: Spanish II**

**Recommendation: minimum grade of B**

Only students who have performed successfully in Spanish II should proceed to Spanish III. This course includes review of Spanish II material, but a basic mastery of level II grammar and vocabulary is assumed. Extensive new vocabulary is acquired, and students are expected to participate in class activities designed to build skills in reading, writing, speaking, and listening on a more sophisticated level than in previous courses. Grammatical concepts not covered in levels I and II are introduced. Reading and writing skills are stressed in the second semester as a preparation for Spanish IV.

**Spanish IV (Honors) (11-12) 1 unit** **10545C**  
**Prerequisite: Spanish III**

**Recommendation: minimum grade of B**

Spanish IV is the advanced application of skills learned in Spanish I, II, and III. A firm grasp of grammatical concepts and an ample vocabulary are assumed. The development of reading skills is an important component of this course as history and literature of Spain and Latin America are studied in depth. Culture and current events are also studied.

**Spanish V (Honors) 11-12) 1 unit** **10555C**  
**Prerequisite: teacher recommendation**

**Minimum grade of B in Spanish IV**

Students who have mastered Spanish levels I through IV may enroll in Spanish level V. This course includes advanced grammatical forms analyzed in detail. Students will write compositions in Spanish as well as develop their speaking skills at an advanced level.

**Advanced Placement Spanish Language (11-12)**  
**1 unit** **10557C**

**Prerequisite: teacher recommendation, minimum grade of B in Spanish IV or V**

Advanced Placement Spanish language is an intensive course designed for highly motivated students to improve competency and gain proficiency in Spanish while having the opportunity to earn College credit. Students will frequently write compositions in Spanish as well as develop their speaking skills at an advanced level. Students are expected to become competent in reading and in understanding spoken Spanish. A concise review of grammar and extensive vocabulary are addressed throughout the course. The Advanced Placement Examination in Spanish Language is required.

**Advanced Placement Spanish literature (11-12)**  
**1 unit** **13507C**

**Prerequisites: teacher recommendation**

Advanced Placement Spanish literature is an extensive literature course which provides the opportunity to earn college credit. It requires the rigorous application of reading and writing skills previously learned and competence in listening and speaking. Students will be expected to read, understand, and critically analyze selected works of literature. The course concentrates on the authors specified on the Advanced Placement required reading list. The Advanced Placement Examination in Spanish Literature is required.

**Italian I (9-12) 1 unit** **10952C**

Italian I is designed to give students a balanced exposure to all four language skills (speaking, listening, reading, and writing) and culture. Students will be encouraged to use only Italian in the classroom. Students will speak, listen, read and write in Italian About such topics as friends and family, school, sports, and leisure activities. Grammar is taught within the context of meaningful learning situations, conversation, and rapid oral drill with primary emphasis on the present tense, acquiring vocabulary, and cultural understanding. Some cultural topics discussed in Italian I are the geography of Italy, Italian customs, and Italian cooking.

**Italian II (9-12) 1 unit** **10962C**

**Prerequisite: Italian I**

**Recommendation: minimum grade of C**

The skills developed in Italian I are expanded in Italian II With increasing emphasis on the development of speaking and writing skills. Students encounter a substantial amount of new grammatical material and new vocabulary. Therefore, a firm foundation in Italian I grammar and vocabulary is essential. By the end of the course, students will converse, read, and write Italian on a more sophisticated level than in Italian I. The culture and history of Italy is also studied.

**Italian III (Honors) (10-12) 1 unit** **10975C**

**Prerequisite: Italian II**

**Recommendation: minimum grade of B**

Only students who have performed successfully in Italian II should proceed to Italian III. This course includes review of Italian II material. However, a basic mastery of level II grammar and vocabulary is assumed. Extensive new vocabulary is acquired and students are expected to participate in class activities designed to build skills in reading, writing, speaking, and listening on a more sophisticated level than in previous courses. Grammatical concepts not covered in levels I and II are introduced. Reading and writing skills are stressed in the second semester.

**Italian IV (Honors) (11-12) 1 unit** **10985C**

**Prerequisite: Italian III**

**Recommendation: minimum grade of B**

Italian IV is the advanced application of skills learned in Italian I, II, and III. A firm grasp of grammatical concepts and an ample vocabulary is assumed. The course includes a review of grammar on a more advanced level by honing composition skills and by constant exposure to spoken Italian

which is used daily in class. The development of reading skills is an important component of this course as history and literature of the Italian-speaking culture are studied in depth. Culture and current events are also explored.

**Latin I (9-12) 1 unit** **10802C**

This course is an introduction to basic Latin grammar and vocabulary with an emphasis on the most common Latin structures and those which have parallels in English language structures. English derivatives are stressed heavily in vocabulary building of Latin and English terminology. Roman history and culture also comprise part of the course.

**Latin II (9-12) 1 unit** **10812C**

**Prerequisite: Latin I**

**Recommendation: minimum grade of C**

Further studies in Latin grammar are designed to enhance reading skills and increase vocabulary, both in Latin and in English. The year begins with a review of Latin I grammar, which is constantly reinforced through usage and new material. Emphasis is placed on the Ability to translate. Roman history and culture continue to be stressed as part of understanding the language.

**Latin III (Honors) (9-12) 1 unit** **10825C**

**Prerequisite: Latin II**

**Recommendation: minimum grade of B**

Latin III provides an extensive review of Latin grammar and syntax along with completion of study of basic Latin grammar. Emphasis is on translating Latin prose and poetry and analyzing new grammatical structures and complex Latin syntax. Vocabulary enrichment continues to be essential. Roman history and culture pertinent to the authors read in the course will be closely examined. Authors include: Caesar, Cicero, Catalos, and Ovid.

**Latin IV (Honors) (10-12) 1 unit** **10835C**

**Prerequisite: Latin III**

**Recommendation: minimum grade of B**

Latin IV focuses on translating Latin poetry and prose. Although grammar review is ongoing, much more emphasis is placed on the ability to read and analyze the stylistic qualities of Latin authors. Understanding of these authors in their historical context is also an important component of the course. Authors read include Virgil, Ovid, Cicero, Pliny, Sallust, and others according to student preference.

**Advanced Placement Latin (11) 1 unit** **13807C**

**Prerequisite: teacher recommendation, minimum grade B in Latin IV**

This course involves the intense study of Latin literature from the Advanced Placement Latin syllabus, including works by Catullus, Cicero, Virgil, Horace, and Ovid. While grammar and comprehension of the language form the backbone of the course, class discussions and writing assignments will consist of in-depth analyses of stylistic elements and themes in the literature. The course moves rapidly and demands that students keep pace. Students will take the Advanced Placement Latin Examination.

**Advanced Placement Latin Literature (12)**  
**1 unit** **13827C**

**Prerequisite: teacher recommendation**

This college level course continues the study of authors from the AP Latin curriculum. Course work will focus primarily upon literacy and structural analysis of Latin literature, with class discussions about Roman values and culture. Students will work towards higher level of mastery in translation, analysis, and writing. The Advanced Placement Examination in Latin is required.

**German I (9-12) 1 unit** **10602C**

In this course students will learn to understand basic written and spoken German. To develop communication skills, students will engage in conversations to provide and obtain information at a basic level, and to learn written and spoken language in a limited format. Through studying the German language and culture, students will begin to understand the practices and products of the culture, and will begin to make cultural comparisons. Students will start to use the German language to make connections to other disciplines and to their community.

**German II (9-12) 1 unit** **10612C**

**Prerequisite: German I**

**Recommendation: minimum grade of C**

This course expands communication skills within the limits of a controlled vocabulary and a designated set of structural patterns. Reading and writing skills are developed on a variety of topics. Students will engage in conversation, provide and obtain information, express feelings and emotions, and exchange options on an expanded novice level. The study of culture involving understanding practices and perspectives of the German community will be continued. Connections are made with other disciplines; for example, geography, art, and music.

**German III (Honors) (10-12) 1 unit** **10625C**

**Prerequisite: German II**

**Recommendation: minimum grade of B**

This course involves the further development of communication skills. Students engage in conversations, provide and obtain information, and interpret written and spoken language to listeners or readers on a variety of topics at the intermediate level. Students will demonstrate an understanding of the relationship between practices, products, and perspectives of the German culture.

**German IV (Honors) (10-12) 1 unit** **10635C**

**Prerequisite: German III**

**Recommendation: minimum grade of B**

This course expands the standards for communication, culture, connections, comparisons, and communities at a high intermediate to advanced level. The fourth level includes various types of literary material. It also involves discussing major issues with the view to express and defend viewpoints both in written and oral form. Grammar is designed to meet the needs of the individual student.

**American Sign Language I 1 unit** **10952CA**  
**Prerequisite: none**

American Sign Language I is designed to give students a basic knowledge of the language and culture used by the deaf community in northern America. American Sign Language is taught completely in sign, and voicing is not permitted. Students will learn new words and explore the language and culture of the deaf community. Grammar and signs are taught in context of meaningful learning situations.

**American Sign Language II 1 unit** **10962CB**

It is recommended that students have a minimum grade of B from level I. Students will build upon the grammatical structures learned in American Sign Language I. This class is designed to perfect the skills used in level I. Students will take a more hands-on approach to learning and are challenged at a higher level of learning. The class will be taught in sign only. American Sign Language II is an intensive course designed to further students' knowledge of the deaf community, culture and language.

**American Sign Language III (Honors) 1 unit** **10975CC**

**Prerequisite: American Sign Language II**

**Recommendation: minimum grade of B**

This course is an extension of American Sign Language I and II. It is meant for learners at a higher level. Class discussion will be in sign. Students will focus on career exploration for working with the deaf, in-depth examination of cultural concepts, and developing lexicons for specific industries.

## English as a Second Language

**ESL I (9-10) 1 Unit** **10382C**

**Entering ELP Workshop**

This course is intended for newcomer LEP students at the Entering language proficiency level. Students in this course will learn concepts and vocabulary that are necessary for adjusting to the daily routine of school in the United States (e.g. study skills & strategies, points of view, personal & business communication). Multi-subject content and learning strategies are integrated in a language-rich format encompassing listening, speaking, reading and writing, all of which are correlated with the WIDA curriculum standards. Students will develop the language skills necessary to be successful in all academic areas.

**ESL II (9-10) 1 Unit** **10382CA**

**Prerequisite: ESL I or Beginning ELP level**

This course expands on the skills and background in the ESL I course. Social and Instructional language will be emphasized in this course at a higher level. Students in the Beginning ELP level are ready to increase their language skills with provided scaffolding in the content areas. This will be accomplished by integrating multi-subject area content in a language-rich format encompassing listening, speaking, reading and writing, all of which are correlated with the WIDA curriculum standards. Students will develop the language skills necessary to be successful in all academic areas.

# Health and Physical Education

## ESL III (10-11) 1 Unit 10382CB

### Prerequisite: ESL II or Developing ELP level

This course is intended for students who are either in their second year in the United States school system or are at the Developing ELP level. Students at this level are expected to have a more expanded vocabulary and will continue to develop fluency and proficiency with the English language with the appropriate scaffolding of instruction. This course will integrate multi-subject content from the students' regular courses along with listening, speaking, reading and writing skills from the WIDA curriculum standards. Students will develop the language skills necessary to be successful in all academic areas.

## ESL IV (10-11) 1 Unit 10382CC

### Prerequisite: ESL III or Developing ELP level

This course is intended for students in their third year who are more strengthened in their English language skills. Students at these levels have the skills necessary to use expanded vocabulary both in and outside of the mainstream classroom and are able to write with more linguistic complexity. Therefore, less instructional scaffolding will be used throughout this course in terms of writing and reading assignments. Multi-subject content from students' regular coursework will be integrated along with listening, speaking, reading and writing skills from the WIDA curriculum standards. Students will continue to develop the language skills necessary to be successful in all academic areas.

## ESL V (11-12) 1 Unit 10382CD

### Prerequisite: ESL IV or Developing to Expanding ELP level

This course is intended for students in their third or fourth year in United States schools. Students who take this course will have strengthened their English language skills in terms of vocabulary usage and linguistic complexity. Less instructional scaffolding will be necessary for students in this course during reading and writing assignments. Multi-subject content from the students' regular coursework will be integrated along with listening, speaking, reading and writing skills from the WIDA curriculum standards. Students will continue to develop the skills necessary to be successful in all academic areas.

## ESL VI (11-12) 1 Unit 10382CE

### Prerequisite: ESL V or Expanding ELP level

This sophisticated language course is for students in their fourth or fifth year in United States schools that are nearing graduation. ESL VI is designed for Expanding to Bridging ELP students who no longer need instructional modifications but still need support in order to meet graduation requirements. This course will offer opportunities for students to learn and practice effective discourse necessary for formal oral presentations (e.g. debates, graduation projects) along with guiding students to interpret and collect information necessary for research projects. ESL VI will offer opportunities in writing designed to develop students' abilities in becoming a skilled writer who composes for a variety of purposes.

## Health and Physical Education I (9) 1 unit 90112C

Health and Physical Education I is a required course for ninth graders that consists of areas related to individual, family, and community health. The physical education portion of this course emphasizes social and physical development, and includes the following: conditioning, self-testing, fitness testing, team sports, and individual sports. This course consists of 50 percent classroom instruction in health and 50 percent physical education activities. Students are required to dress out to receive credit for this course. This course is a prerequisite for all other physical education courses.

## Physical Education II (10-12) 1 unit 90152C

## Physical Education III (10-12) 1 unit 90152CA

## Physical Education IV (10-12) 1 unit 90152CB

Physical Education II - IV will help students improve physical education skills and techniques. They are designed for the student who is interested in building body strength, stamina, and physical endurance. The advanced physical education courses address overall physical conditioning and include running, calisthenics, weight lifting, and recreational sports activities. The student must pass each level course to advance.

## Lifetime fitness/weight training I (10-12)

### 1 unit 90152CC

## Lifetime fitness/weight training II (10-12)

### 1 unit 90152CD

## Lifetime fitness/weight training III (10-12)

### 1 unit 90152CE

## Lifetime fitness/weight training IV (10-12)

### 1 unit 90152CF

### Prerequisite: approval of instructor

Lifetime fitness/weight training I - IV emphasize cardiovascular conditioning, flexibility, aerobic exercise, and total body strength improvement. The student will improve his level of personal fitness while learning the value of physical fitness to maintaining a healthy lifestyle.

## Physical Education Pupil Instructor (PEPI) (11-12)

### 1 unit 90152CG

### Prerequisite: one Advanced PE, teacher interview

PEPI is designed for students interested in serving as Physical Education aides for elementary teachers. Special training in the area of elementary Physical Education is given to each student prior to working in the schools. This course will be helpful for students interested in a career in teaching Physical Education.

## Sports Medicine I (11-12) 1 unit 95302C

## Sports Medicine II (11-12) 1 unit 95302CA

### Prerequisite: Biology, teacher recommendation

Sports medicine I - II will teach basic human anatomy and physiology focusing on areas of the body which are most frequently injured during athletic competition. Students will learn about prevention, care and treatment, and rehabilitation processes of athletic injury. Students will receive instruction and possible certification in American Red

Cross First Aid and CPR. It requires after school work with athletic teams. The course introduces the profession and skills of sports medicine and athletic training to the student. Sports medicine I is the prerequisite for sports medicine II.

**Organization and Administration of Athletics (11-12)  
1 unit 90152CI**

**Prerequisite: one advanced PE, teacher recommendation**  
Organization and administration of athletics will teach students how to organize athletic programs, maintain facilities, Purchase and care for athletic equipment, and develop athletic budgets. It will include athletic officiating and NCHSAA rules and regulations. Emphasis will be placed on community and school service, character development, leadership and decision-making processes, sportsmanship, responsibility, and understanding authority. The leadership opportunities included in this course help students become more knowledgeable about careers in recreation, physical education, and athletics.

## Arts Education

**Vocal Music I (9-12) 1 unit 52302C**

Vocal Music I is an introductory course focusing on development of the following concepts: knowledge and skills in tone production, tone placement, breath control, articulation, diction, note reading, rhythmic and melodic improvisation, interval recognition, musical terms, harmonic principles, intonation, analysis of music, historical relationships, evaluation of musical performances, and relation of musical understandings to other areas of the curriculum. Public performances may be required.

**Vocal Music II (10-12) 1 unit 52312C**

**Prerequisite: Vocal Music I**  
Vocal Music II is the second course in the sequence of basic choral courses and provides advanced work in musical skills and knowledge of music. In addition to further developing the concepts learned in Vocal Music I, the learner will understand the principles of diction, and will develop phrasing. Emphasis will be placed on understanding harmony and musical terms. Public performances will be required.

**Vocal Music III (11-12) 1 unit (Honors) 52325C**

**Prerequisite: Vocal Music II**  
Vocal Music III is the third course in the sequence for the student who wishes to do advanced, concentrated work. Students will further develop skills acquired during Vocal Music I and II while demonstrating knowledge of style, form, and theory. Public performances will be required.

**Vocal Music IV (12) 1 unit 52335C**

Vocal Music IV-VI provide for the continuing refinement of the capacity to sing with carefully controlled pitch and vocal production and knowledge of how to care for the voice. Students will demonstrate the ability to read the printed score at an increasingly sophisticated level and relate choral tone to the period of composition. Public performances will be required.

**Honors Concert Choir I (11-12) 1 unit 52325CA**

**Prerequisite: Vocal Music I, II, or teacher recommendation and audition**

Honors Concert Choir I is designed for the musically gifted student and is intended to challenge students to discover higher levels of ability and to integrate perceptions through vocal musical interpretations. Through the study of history, musical vocabulary and symbols, this course will provide students with an appreciation and understanding of music in relation to styles of music, music periods, composers, and various cultures. Students will perform music at an IV-V level of difficulty in concerts, competitions, and festivals. Students will also sight read music at an IV-V level of difficulty with 80% accuracy.

**Honors Concert Choir II (12) 1 unit 52325CB**

**Prerequisite: Honors concert choir I or teacher recommendation**

Honors concert choir II is the highest level of the vocal music program and is intended to integrate a variety of perceptions through the interpretation and performance of solo and ensemble music. Students will perform music at a V-VI level of difficulty in concerts, competitions, and festivals. Students will also sight read level V-VI music with 80% accuracy. Emphasis will be placed on analyzing, describing and evaluating music and music performances.

**Music History/Appreciation (9-12) 1 unit 52202C**

Music appreciation is designed to develop an understanding and appreciation of musical history, styles, periods, composers and instruments. Students will actively listen to and interpret music from classical or middle ages to modern. Projects will be required.

**Advanced Placement Music Theory (11-12)  
1 unit 52157C**

**Prerequisite: Honors Concert Choir I or Honors Symphonic Band I or Honors Wind Ensemble I**

The goal of Advanced Placement Music Theory is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal will be promoted by integrated approaches to the student's development of aural skills, sight-singing skills, written skills, positional skills, and analytical skills through listening exercises, performance exercises, written exercises, creative exercises, and analytical exercises. Students are required to take the Advanced Placement Music Theory Examination.

**Dance I (9-12) 1 unit 51152C**

Using a modern dance-based approach, Dance I explores movement as a creative art form. Student learning includes opportunities to develop kinesthetic awareness, proper body alignment, physical strength, flexibility, endurance, and care of the dance instrument while exploring improvisational and expressive movement and basic modern dance technique. Dance elements and basic principles of composition are studied and practiced.

**Dance II (9-12) 1 unit** **51162C**

Dance II emphasizes students' acquisition of intermediate movement skills and refined motor control through the study of various modern dance techniques. Students learn to take responsibility for their personal Health and to care for their dance instrument. Through dance ensemble work, students continue to explore improvisation, dance elements, and composition as both dancer and choreographer. Students present the skills they have learned to selected audiences and learn basic technical/theatrical skills for dance production.

**Honors Dance III (9-12) 1 unit** **51175C**

Honors dance furthers the study of dance learned from Dance I and II. Students are exposed to an advanced level of technical dance training. Students are also exposed to more advanced composition assignments which incorporate designing a complete dance work with an underlying message. Students explore dances of different cultural/historical texts and relate them to dance in today's society.

**Theatre Arts I (9-12) 1 unit** **53152C**

In this introductory course, students will participate in creative drama activities while becoming familiar with theatrical literature in order to interpret it for performance and to understand how it reflects life and the human condition. Theatre arts I includes learning the essential processes, elements and skills involved in the writing of theater literature, acting and directing in the theater, and designing and producing theater. Public performances will be required.

**Theatre Arts II (10-12) 1 unit** **53162C**

**Prerequisite: Theatre Arts I**

This course is a continuation of Theatre Arts I for the student who wishes to pursue theater arts and includes more advanced study in the writing, acting, directing, designing, producing, researching, analyzing, and critiquing of theater developed by students as well as that generated throughout history and in different countries. There is greater emphasis on learning theater vocabulary and applying learned knowledge, processes and skills in order to create and/or do theater. Public performances will be required.

**Technical Theatre I (10-12) 1 unit** **53252C**

**Prerequisite: Theatre Arts I**

Technical Theatre focuses on the knowledge and skills in the technical elements of play production. Students will learn about theater organization, management, and operation and display stage craft knowledge and skills. Emphasis will be placed on scenic design, lighting and lighting design, and sound. There will be an in-depth study of safety factors and OSHA requirements.

**Honors Theatre Arts III (11-12) 1 unit** **53175C**

**Prerequisite: Theatre Arts I & II, or Theatre Arts I and Technical Theatre, and teacher recommendation**

Honors Theatre Arts consists of advanced, more individualized work with in-depth research, analysis, application, and production. Students will write theater scripts, demonstrate artistic acting ability, safely construct and efficiently operate technical aspects of theater, film, television, or electronic media productions, direct and interpret dramatic

texts, research cultural and historical information, and compare and integrate art forms. Public performances will be required.

**Honors Theatre Arts IV (11-12) 1 unit** **53185C**

**Prerequisite: Honors Theatre Arts III**

Honors Play Production will be a continuation of Honors Theatre Arts and consist of individual, advanced work with in-depth research, analysis, application, and production. Students will write scripts in a variety of forms that include original characters with unique dialogue; act by developing, communicating and sustaining characters in informal or formal productions; design and produce informal or formal productions; and direct by interpreting dramatic texts and organizing and conducting rehearsals. Public performances will be required.

**Acting (11-12) 1 unit** **53342C**

**Prerequisite: audition and teacher recommendation**

Acting is for the serious theater arts student who wishes to Pursue further study in acting and includes the study of the theories, techniques, processes and research related to theatrical performance. The emphasis is on the student practicing and refining their abilities to act on stage while developing their own personal method for acting. Public performances will be required.

**Visual Arts I: (9-12) 1 unit** **54152C**

Visual Arts I focuses on the fundamentals of art processes. Experimentation is encouraged, and students explore a variety of visual arts media. Visual arts I develops an understanding of the basic elements of art, design principles, the role personal perception and observation play in art, the role creativity plays in art, and the role evaluation/critique plays in art. Students develop skills using the basic elements of art through a variety of mediums.

**Visual Arts II: (10-12) 1 unit** **54162C**

**Prerequisites: Visual Arts I**

Visual Arts II is designed for those students who are considering concentrating on visual arts and builds on the fundamentals learned in Visual Arts I. Art activities are tailored to individual ability. Research and art history assignments are included and relate to studio activities. A strong emphasis is placed on portfolio development.

**Honors Visual Arts III: (11-12) 1 unit** **54175C**

**Prerequisites: Visual Arts II**

Visual Arts III is designed for students who have a serious interest in art or desire to compile a portfolio. Research and art history are standard components of the course and will be related to studio activities. Students have a greater concentration in selected media designed to meet specific needs and individual abilities. Responsibility for art opportunities are shared by each student and the art teacher.

**Honors Visual Arts IV (12) 1 unit** 54185C

**Prerequisite: Honors Visual Arts III or Teacher**

**Recommendation based on portfolio of work**

Visual Arts IV is an advanced level course that gives serious art students the opportunity to concentrate on developing their individual styles while working in the media of their choice.

**Advanced Placement Studio Art: 2D Design (9-12) 1 unit** 54537C

This course is designed for highly motivated students who are required to take the AP exam which will consist of a portfolio. Students will create 2D designs and artwork that show an understanding of the elements of art and principles of design. A wide range of media is possible: drawing and painting, printmaking, computer graphics, photography, collage fabric design and mixed media. Students are encouraged to concentrate in an area of individual interest.

**Advanced Placement Studio Art: 3D Design (9-12) 1 unit** 54547C

This course is for serious students who are particularly interested in the study of three-dimensional designs including: sculpture, ceramics, architectural and creative designs and assemblages using various media. Students are required to take the AP Art Exam, consisting primarily of a portfolio.

**Sculpture/Ceramics I** 54292C

**Prerequisite: Art II and/or teacher recommendation**

Sculpture and ceramics is a course designed to give students the opportunity to focus knowledge and abilities into three dimensional art. Students will develop their understanding and technical skills in three-dimensional design through the medium of clay and other sculptural materials. Various types of construction and finishing techniques are explored as the students create functional and non-functional clay pottery as well as representational and non-representational sculpture. Emphasis will be placed on technique, originality, craftsmanship, planning and ability to organize three-dimensional compositions.

**Fine Crafts I (10-12) 1 unit** 54252C

**Fine Crafts II (10-12) 1 unit** 54252CA

**Prerequisites: Art I**

These courses are designed for students who have successfully completed Art I. Students will explore various crafts such as jewelry making, paper crafts, sculpture, printmaking, and furniture painting.

**Photography I (9-12) 1 unit** 54372C

Photography is an introduction to the camera and the darkroom. Students will learn the types, parts and functions of the 35mm camera. Students will also study lighting techniques and design theory. Photography history will be explored. Students will learn black and white film development. An introduction to the darkroom and basic printing of black and white prints will also be covered. Students must pass a test with an "A" to gain access to the darkroom. This ensures their safety as well as the safety of the rest of the class due to the use of chemicals. Students are required to provide a 35mm camera, black and white film, color film and 1 hour processing fees for the color film.

**Photography II (10-12) 1 unit** 54372CA

**Prerequisite: Photography I**

Students will continue to develop the skills learned in Photography I, with an exploration of alternative processes in the darkroom. Filters will be introduced. This course begins to focus more on the artistic side of photography. Students will complete a master study where they try to create the same style of photographs as a famous photographer that they admire. Students will have the opportunity to explore different types of cameras. Some of the types are the Holga, the 4 or 9-frame and the Fisheye. Digital exploration will begin in this course. Students will still be responsible for providing a 35mm camera, film, and some processing fees outside of class. A digital camera is optional

**Photography III (10-12) 1 unit** 54372CB

**Prerequisite: Photography I & II and teacher recommendation**

Photography III is an advanced level course that gives the serious photography student the opportunity to concentrate on developing their individual styles as artists while working on projects of their choice with guidance from the teacher. Digital photography will be a main focus for half of the semester. Digital editing and finishing is introduced. Students will broaden their knowledge of discussing photographs on an artistic level. Exploration of alternative processes can be continued by student choice. Students will begin to work on their portfolios as well as complete a photography exhibit at the end of the course.

**Photography IV (11-12) 1 unit** 54372CC

**Prerequisite: Photography I, II, III and teacher recommendation**

Photography IV is individualized for each student taking the course. The focus is on completing the portfolio of work that was started in Photography III and the career aspect of photography. Digital and/or darkroom skills will be refined and mastered. Students will display their work for viewing at the end of the course. They will learn what it takes to display their work to be sold and/or presented to possible schools and future clients.

**Film Production (11-12) 1 unit** 54402C

Film production is an advanced course designed to introduce the students to the technical and creative aspects of film production. The course will include a history of film making, basic equipment operation, production techniques including visual design and drama applications, the technique of video editing, and the dramatic use of sound. The use of computers and multi-media technology will also be explored.

**Band I (9) 1 unit** 52552C

**Prerequisite: none**

The content of this entry level course focuses on development of concepts, knowledge and skills in music reading, improvisation, rhythm, intervals, musical terms, harmonic principles, intonation, tone production, breath control, articulation, analysis, historical relationships, evaluation of music and music performances, and relation of musical understandings to other areas of the curriculum.

**Band II (10-12) 1 unit** 52562C  
**Band III 1 unit** 52572C  
**Band IV 1 unit** 52582C  
**Prerequisite: Band I, II, III or teacher recommendation**  
 Band II-IV spirals with the focus on development of skills and knowledge being repeated at each level. Each succeeding level adds new knowledge and continues the development of skills to progressively refined degrees.

**Concert Orchestra I (9) 1 unit** 52402C  
**Prerequisite: none**  
 This is an entry-level course. The content focuses on developing skills in the areas of rhythm, ear training, performance, form and analysis, and music reading. Knowledge is gained in an historic and stylistic understanding of the music being studied. Knowledge is gained regarding symbols, terminology, and other indications on the printed score. Experience in ensemble playing is a feature of this course. Public performances are required.

**Concert Orchestra II (10-12) 1 unit** 52412C  
**Concert Orchestra III** 52422C  
**Concert Orchestra IV** 52422CA  
**Prerequisite: Concert Orchestra I, II, III or teacher recommendation**  
 Concert Orchestra II-IV spirals with the focus on development of skills and knowledge being repeated at each level. Each succeeding level adds new knowledge and higher levels of difficulty in the music studied. Students progressively develop skills to refined degrees. Public performances are required.

**Symphonic Orchestra I (9-12) 1 unit**  
**Honors Symphonic Orchestra I (9-12) 1 unit** 52432C  
**Prerequisite: Band II or Concert Orchestra II or teacher recommendation**  
 Symphonic Orchestra I and Honors Symphonic Orchestra include the analysis and study of history, appropriate musical vocabulary and symbols, and an appreciation of and an understanding of music in relation to styles of music, music periods, composers, and various cultures. Students will exhibit an understanding of and advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, and research culminating in written reports, composing, and use of current technology. Students will perform music in concert, competitions, and festivals; the difficulty of the music differentiates the standard course from the honors sections. Honors sections perform at an IV-V level of difficulty.

**Symphonic Orchestra II (10-12) 1 unit** 52432CA  
**Honors Symphonic Orchestra II (10-12) 1 unit** 52435CB  
**Prerequisite: Honors Symphonic Orchestra I or teacher recommendation**  
 Symphonic Orchestra II and Honors Symphonic Orchestra II build on the knowledge and skills acquired in Symphonic Orchestra I. Students will integrate a broad variety of musical perceptions at the highest levels of difficulty. The difficulty of the music differentiates the standard course from the Honors sections; for the honors sections, students will perform and sight read music at a V-VI level with 80% accuracy. Students will be required to perform in concerts, competitions, festivals,

chamber ensembles, large ensembles, and as a soloist. Students will conduct from a full musical score after preparation and analysis of the musical elements including all transpositions and clefs.

**Wind Ensemble I (9-12) 1 unit** 52582CA  
**Honors Wind Ensemble I (9-12) 1 unit** 52585CB  
**Prerequisite: Band II or Concert Orchestra II or teacher recommendation**  
 Wind ensemble I and Honors Wind Ensemble I include the analysis and study of history, appropriate musical vocabulary and symbols, and an appreciation of and an understanding of music in relation to styles of music, music periods, composers, and various cultures. Students will exhibit an understanding of and advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, and research culminating in written reports, composing, and use of current technology. The difficulty of the music differentiates the standard course from the honors sections. Honors students will perform music in concert, competitions, and festivals at an IV-V level of difficulty.

**Wind Ensemble II (10-12) 1 unit** 52582CC  
**Honors Wind Ensemble II (10-12) 1 unit** 52585CD  
**Prerequisite: Honors Wind Ensemble I or teacher recommendation**  
 Wind Ensemble II and Honors Wind Ensemble II build on the knowledge and skills acquired in Wind Ensemble I. Students will integrate a broad variety of musical perceptions at the highest levels of difficulty. The difficulty of the music differentiates the standard course from the honors sections. Honors students will perform and sight read music at a V-VI level with 80% accuracy. Students will be required to perform in concerts, competitions, festivals, chamber ensembles, large ensembles, and as a soloist. Students will conduct from a full musical score after preparation and analysis of the musical elements including all transpositions and clefs.

**Jazz Ensemble III 1 unit** 52652CA  
**Jazz Ensemble IV 1 unit** 52652CB  
**Prerequisite: Band I or Concert B and I or teacher recommendation**  
 Jazz band is a course for the serious musician wanting to learn about musical idioms other than those studied in other band classes. The course focuses on developing knowledge of musical literature and stylistic concepts. The study of style and interpretation in the idioms of jazz, swing, big band, rock and roll, and rhythm and blues will be the main emphasis of the course. Instrumentation is limited to the standard big-band instrumentation. With each succeeding level of the course, skills and knowledge are refined to higher degrees and music is studied at higher levels of difficulty. Public performances are required.

## Peer Facilitators' Program

**Note:** the following courses do not count toward core credit. The peer facilitators' program provides high school students the opportunity to make significant contributions to their community and school by serving as positive role models and facilitators in a variety of settings. Facilitators undergo

extensive training in communication and leadership skills and explore in-depth topics pertinent to the particular activities. Students will have many opportunities to use decision-making, problem-solving, critical thinking, organization, application and synthesis skills.

**Peer Helpers I (11-12) 1 unit 40102C**

**Prerequisite: application accompanied by two letters of recommendation from teachers, an interview, a 2.0 GPA, and an interest in teaching, guiding, or contributing to the well being of others are required.**

Students in Peer Helpers I will serve as positive role models for identified elementary students while leading and participating in elementary classroom activities. Topics addressed will include self-esteem, communication skills, peacemaking, classroom management, and child development. Classroom time will be divided between the elementary and high school campuses. Classes at the high school will be spent developing communication and teaching skills while exploring topics such as child development, confidentiality, and curriculum for elementary students. Time at the elementary school will be spent leading activities and interacting with the elementary students.

**Peer Helpers II (12) 1 unit (Honors) 40105CA**

**Prerequisite: Peer Helpers I**

Students in Peer Helpers II will build upon their previous experiences by working more intensively with smaller, more challenging groups of students. Students in this class will assist in training Peer Helpers I, complete a peer project, act as spokesperson for the program, and help to develop new and effective uses for the peer helpers program within the high school setting.

**Peer Tutoring I (11-12) 1 unit 40102CP1**

**Prerequisite: admission is based upon an application, interview, teacher recommendation, and 2.5 GPA.**

Students in peer tutoring will receive training in teaching techniques. They will be assigned to or be chosen by a classroom teacher based on interest in a subject area and above average achievement in that subject. Peer tutors will assist in remedial work and competency skills. Students interested in this class must be objective, agree to abide by rules of confidentiality, and have an interest in helping others.

**Peer Tutoring II (11-12) I unit 40102CP2**

**Prerequisite: peer tutoring I and teacher recommendation.**

This course continues skills learned in peer tutoring I.

## Miscellaneous Courses

**College and Career preparation (9-12) 1 unit 10292C**

The four components of College and Career Preparation are study skills, test-taking skills, career development and exploration, and social development/interpersonal skills. Students will learn and practice, through materials taken from academic subjects, skills that they will apply in other classes. These skills include note taking, outlining, using reference materials, developing vocabulary, identifying types of analogies, and distinguishing fact from opinion. Students will take professionally developed tests to discover their personal

learning styles and career interests. Students will also practice writing resumes and conducting interviews as they learn about different careers and develop a four-year plan based on career interest. Dramatization will be used to learn team building skills, conflict resolution skills, and leadership skills.

**Ethics and Leadership (11-12) 1 unit 95202C**

Students will examine ethics and character as it pertains to their daily lives and decision-making. The principles studied will be based on the Johnston County character education standards. Emphasis will be placed on learning leadership skills and offering students the opportunities to put these skills to work. The course includes other topics and activities such as theories of leadership, debate, problem solving, speech making, forensics, committee work, inter- and intrapersonal management, and citizenship development. Community service will be required. This course is strongly recommended for student government officers and officers of other student organizations; however, membership in the class is not limited to these groups.

**Honors Ethics and Leadership (11-12) 1 unit 40405C**

This course is intended for highly motivated students who can handle the rigor and demands of the honors level curriculum. This course covers material similar in content to the description for the standard level course, though at greater depth and breadth. This course is strongly recommended for student government officers and officers of other student organizations; however, membership in the class is not limited to these groups.

**Mass Media (10-12) 1 unit 54402C**

Mass media offers an intensive study of the genres of film, newspaper, television and radio. Students will study production techniques, biases, censorship, copyright laws, historical development, and performance techniques in each genre. Students will discuss and research the effects and influences of these media on culture and communication. Emphasis will be placed on learning the basic techniques of filming, broadcast production, and theatrical filming. Students will gain experience using cameras and editing programs. The class will be responsible for taping videos for school-wide use as well as other special projects. Students will produce the morning announcements.

**Multi-Media Technology (10-12) 1 unit 54402CA**

The purpose of Multi-Media Technology is to introduce students to the technical aspects of the many types of media that we are faced with in today's society. Focusing on video production, the class will also be introduced to the World Wide Web, and radio broadcasting. Topics to be covered include the history of media, equipment design principles, basic equipment operations, production techniques, web page design, and ethics of media.

**SAT Preparation (10-12) 1 unit 95102C**

SAT Preparation will prepare students for the Scholastic Aptitude Test (SAT) in both the verbal and mathematics areas. An orientation to the test will be provided as well as test taking tactics. Students will be given a diagnostic test in both the verbal and mathematics areas to identify weakness.

Extensive drill in the weak areas will be implemented. It is recommended that students complete Geometry before taking this course. All students planning to take the SAT should register with the counseling department at each high school.

**Library Science I (10-11) 1 unit** **95152C**  
**Prerequisite: admission based on interview and media coordinator approval only.**

This course gives students an opportunity to learn about the organization of a media center. Students study units on magazines and the Dewey Decimal System. In addition, students learn procedures for acquisition, display of current periodicals, and book shelving. Student responsibilities include maintaining the library collection and assisting students as they use Library Manager, Johnston County School's online catalog. Current issues in library Science are emphasized, including information systems management, copyright laws, and internet accessibility.

**Library Science II (11-12) 1 unit** **95152CA**  
**Prerequisite: student must have taken Library Science I. Admission based on interview and media coordinator approval only.**

The skills developed in Library I are expanded in Library Science II. This course gives students an opportunity to learn about the organization of a media center. Students study units on magazines and the Dewey Decimal System. In addition, students learn procedures for acquisition, display of current periodicals, and book shelving. Student responsibilities include maintaining the library collection and assisting students as they use Library Manager, Johnston County School's online catalog. Current issues in Library Science are emphasized, including information systems management, copyright laws, and internet accessibility.

**Honors Teacher Cadet (11-12) 1 unit** **95125C**

The NC Teacher Cadet Program is an innovative activity-based curriculum for high school juniors and seniors. The course is designed to promote a better understanding and create interest in those students who are considering teaching as a profession. The program details many components of the education environment and involves students in content, application, observations and teaching. Students learn through research, reading current articles and books, attend seminars, create visual projects, and videos. Students will plan, teach and grade students in the elementary and middle school classrooms. Students need to apply for the class.

**Honors Teacher Cadet II (11-12) I unit** **95135C**  
**Prerequisite: Teacher Cadet I and teacher recommendation**

This course is a continuation of Teacher Cadet I.

**Naval Science**  
**Clayton High School**  
**Smithfield Selma High School**

The Naval Science Curriculum will include eight major academic areas over a period of four years. This curriculum is designed for two areas to be emphasized each year a student is in a Naval Science. These introductory courses are designed

to prepare the high school student for a responsible leadership role while making him/her aware of his/her rights, responsibilities, and privileges as an American citizen. Topics covered include: verbal communication, leadership, physical fitness, drill and ceremonies, first aid, and Health issues, map reading, marksmanship, and safety. **While there are some advantages, there is no obligation to join the Armed Forces as a result of taking Naval Science.**

The naval junior ROTC program provides a balance of time between classroom study, military activities, Physical fitness, and orientation trips. NJROTC units may sponsor teams that compete with other units in military drill contests, color guard performance, marksmanship, physical skill competition, and academic performance. While there are some advantages, there is no obligation to join the armed forces as a result of taking naval Science.

**Naval Science I (9-12) 1 unit** **95012C**

The *cadet field manual* will be the guide to the military background knowledge necessary to be a successful cadet in the NJROTC program. Students will learn how to wear a uniform, how to take care of their uniforms, and the proper rates, ranks, and ribbons. Military drill is explained as well as military formations and activities. An understanding of military customs and courtesies is part of this unit. The fundamental requirements and defining of citizenship in a democracy will be discussed. The relationship between the military services and our democratic form of government will be explained. The characteristics of the various forms of government that have prevailed in the 20<sup>th</sup> century in various parts of the world will be described and compared with our democratic form of government. An introduction to the basic principles and theories of leadership will begin to prepare students for increased responsibility in the NJROTC unit.

**Naval Science II (10-12)** **95022C**  
**Prerequisite: Naval Science I**

A study of maritime history with special emphasis on the role of the US Navy will form the basis of understanding the meaning of sea power. The history of the US Navy and the role it has played in building our nation is fundamental in year two studies. Maritime geography and the importance of se-lanes and waterways to transportation, commerce and trade will be presented. The sciences of oceanography, metrology, and astronomy are also important areas of study. The final area of scientific study will include the physics of flight, the basics of electricity, principles of buoyancy, the transmission of sound, and an overview of the electromagnetic wave.

**Naval Science III (11-12)** **95032C**  
**Prerequisite: Naval Science II**

In year three, studies of the ability of a coastal nation to use the oceans for trade, commerce, science, industry, and national defense will be integral. The history of the US in world affairs since 1783 will be discussed as well as the national security planning process. The role of the Merchant Marine and the Coast Guard in maritime defense will be presented. The role of naval operations, communications, intelligence, logistics, and research/development will be defined. The basic principles of military law as compared with civilian law, and

international law and treaties will be emphasized. The final area of study will be about life aboard the ship. Shipboard organization, the role of officers, watch standing, meals, sleeping quarters, and other aspects of shipboard life will be explained.

**Naval Science IV (12) 95042C**

**Prerequisite: Naval Science III**

Students will learn the basic principles of leadership and a special emphasis will be placed on the ethics and morals involved in leadership situations. Case studies of actual situations involving leadership decisions about right and wrong will be used to aid the students' understanding of the role of the leader. The practical portion of the leadership course is the opportunity for senior cadets to serve in positions of authority in the unit. They are expected to plan, influence, and direct the efforts of the unit members in accomplishing a mission.

**Advanced NJROTC Studies 1 95012CA**

**Prerequisite: Naval Science 1**

**Advanced NJROTC Studies 2 95022CB**

**Prerequisite: Naval Science 2**

**Advanced NJROTC Studies 3 95032CC**

**Prerequisite: Naval Science 3**

**Advanced NJROTC Studies 4 95042CD**

**Prerequisite: Naval Science 4**

The purpose of the Advanced NJROTC Studies (ANS) Program is to augment, improve, and reinforce students' knowledge and abilities gained after undertaking a corresponding core NJROTC Naval Science class. As a prerequisite-based and elective follow-up class, the ANS is designed to reinforce knowledge and techniques previously learned, providing a deeper study, appreciation, experience and application in the full range of topics provided in the core NJROTC program. These classes are normally offered in the spring semester only.

## Aerospace Science

### North Johnston High School

**Aerospace Science 100 95012CE**  
**1 unit (Grades 9-12)**

AS 100 is the required prerequisite course for all other AFJROTC offerings. AS 100, introduces students to the historical development of flight and the important role of aviation in the growth of the United States. Students will learn how to properly wear military uniforms, maintain proper hair standards and improve their physical conditioning. Students will learn how to march in formation and participate in military ceremonies. Students will have opportunities to travel to Seymour Johnson AFB to see and visit Air Force personnel at work. Trips to Washington DC or to the Kennedy Space Center usually happen each school year. The key objective is AS 100 is to provide students with opportunities to discover leadership skills and to apply them in their lives. Remember, enrollment in AFJROTC incurs no obligation to join the Armed Services.

**Cadets must successfully complete AS 100 and receive a recommendation to continue from the AFJROTC instructors prior to enrollment in the following Aerospace Science Courses.**

**Aerospace Science 201-Global Studies-Europe 95022CF**  
**1 unit (Grades 9-12)**

Cadets will continue to practice and sharpen the skills introduced in AS 100. AS 201-Global Studies Europe in Transition will help students develop a fuller understanding of contemporary international affairs and the forces that drive them. Cadets will learn about Europe in the past, its government forms, economic systems and the events of the 20<sup>th</sup> century which influence the changes of today. Cadets will be challenged to learn about individual self control and will develop a personal plan for wellness and fitness.

**Aerospace Science 202-Global Studies-The Middle East 95022CG**  
**1 unit (Grades 9-12)**

Cadets will continue to practice and sharpen the skills introduced in AS 100. AS 202-Global Studies in the Middle East will help students develop a further understanding of contemporary international affairs and the forces that drive them. Cadets will learn about the Middle East in the past, its government forms, economic systems and the events of the 20<sup>th</sup> century which influence the changes of today. Cadets will be challenged to understand how one learns, communicates, and develops as a person. Cadets will spend time building personal awareness.

**Aerospace Science 203-Global Studies-Latin America 95022CK**  
**1 unit (Grades 9-12)**

Cadets will continue to practice and sharpen the skills introduced in AS 100. AS 203-Global Studies in Latin America will help students develop a further understanding of contemporary international affairs and the forces that drive them. Cadets will learn about Latin America in the past, its governmental forms, economic systems and the events of the 20<sup>th</sup> century which influence the changes of today. Cadets will be challenged to understand groups and teams as well as preparing for leadership.

**Aerospace Science 204-Global Studies-Africa 95022CL**  
**1 unit (Grades 9-12)**

Cadets will continue to practice and sharpen the skills introduced in AS 100. AS 204-Global Studies in Africa will help students develop a further understanding of contemporary international affairs and the forces that drive them. Cadets will learn about Africa in the past, its governmental forms, economic systems and the events of the 20<sup>th</sup> century which influence the changes of today. Cadets will be challenged to unlock their potential by preparing personal journals, learning about self and understand self-esteem.

**Aerospace Science 205-Global Studies-South Asia 95022CM**  
**1 unit (Grades 9-12)**

Cadets will continue to practice and sharpen the skills introduced in AS 100. AS 205-Global Studies in South Asia will help students develop a further understanding of contemporary international affairs and the forces that drive them. Cadets will learn about South Asia in the past, its

government forms, economic systems and the events of the 20<sup>th</sup> century which influence the changes of today. Cadets will learn about money matters and taking charge of financial credit.

**Aerospace Science 206-Global Studies-East Asia  
1 unit (Grades 9-12) 95022CN**

Cadets will continue to practice and sharpen the skills introduced in AS 100. AS 206-Global Studies in East Asia will help students develop a further understanding of contemporary international affairs and the forces that drive them. Cadets will learn about East Asia in the past, its government forms, economic systems and the events of the 20<sup>th</sup> century which influence the changes of today. Cadets will be introduced to drill and ceremonies, commands and drills and will learn drill of the flight.

**Aerospace Science 210-Science of Flight  
1 unit (Grades 9-12)  
95022CO**

Cadets will continue to practice and sharpen the skills introduced in AS 100. Key concepts include the aerospace environment, human requirements for flight, principles of aircraft flight and the principles of navigation. Cadets will become proficient in the frill of the squadron, and learn the formations for the group and wing. Various ceremonies will also be taught.

**Aerospace Science 300-Exploration of Space  
1 unit (Grades 9-12) 95012CP**

Cadets will continue to practice and sharpen the skills introduced in AS 100. AS 300-Exploration of Space cadets will be introduced to space exploration, orbits and trajectories, spacecraft and launch vehicles as well as mission operations and management. Cadets will explore career opportunities, educational and career paths as well as develop a plan for personal finances and learn to manage their financial resources.

**Aerospace Science 310-Introduction to Astronomy  
1 unit (Grades 9-12) 95032C**

Cadets will continue to practice and sharpen the skills introduced in AS 100. AS 310-Introduction to Astronomy cadets will learn the history of astronomy, the earth, the moon, a survey of the solar system, the terrestrial plants and the outer planets. Cadets will explore ways to apply to college, chart a course for college study, apply for jobs, prepare resumes and begin developing career skills.

**Aerospace Science 400-Management of the  
Corps-Policy and Organization  
1 unit (Grades 11-12) 95042CR**

Cadets will continue to practice and sharpen the skills introduced in AS 100. AS 400 cadets will be highly motivated cadets that seek self-improvement and will work with AFJROTC instructors and fellow cadets to improve the overall management of the local corps. Cadets will learn about national security strategy, defense structure of the United States, the organizational structure of the United States Air Force and current Air Force issues. Cadets will be introduced to management techniques and management decisions.

**Aerospace Science 410-Management of the  
Corps-Survival 1 unit (Grades 11-12) 95042CS**

Cadets will continue to practice and sharpen the skills introduced in AS 100. AS 410 cadets will be highly motivated cadets that seek self-improvement and will work with AFJROTC instructors and fellow cadets to improve the overall management of the local corps. Cadets will learn the elements of surviving, personal protection, necessities to maintain life and orientation and traveling. Cadets will be introduced to management functions and the management of self and others.

## **Aerospace Science South Johnston High School**

**Aerospace Science I 1 unit 95012CE**

The first year is a history course designed to acquaint the student with the historical development of flight and the role of the military in history. About three quarters of the available classroom hours are spent reviewing the development of flight from ancient legends through the Persian Gulf War and beyond. Additionally, the role of the military throughout the history of the United States is identified. An introduction to military customs, courtesies, and discipline is provided, including uniform and hair length requirements. **There is no obligation to join the armed forces as a result of taking Aerospace Science.**

**Aerospace Science II 1 unit 95022CF**

**Prerequisite: completion of year one courses**

The second year is a Science course designed to acquaint the student with the aerospace environment, the human requirements of flight, principles of aircraft flight, and principles of navigation. The course begins with a discussion of the atmosphere, weather and the environment. Discussions include the forces of lift, drag, thrust, and weight. Students also learn basic navigation including map reading, course plotting, and the effects of wind. Aerospace Science II also focuses on human physiology and the effects of acceleration and deceleration. Military customs, courtesies, and discipline are continued.

**Aerospace Science III 1 unit 95032CG**

**Prerequisite: completion of year two courses**

The third year is a Science course which examines our earth, the moon, the planets, the latest advances in space technology, and continuing challenges of space and manned space flight. Issues critical to travel in the upper atmosphere such as orbits and trajectories, unmanned satellites, space probes, and guidance and control systems, are explained. The manned space flight section covers major milestones in the endeavor to land on the moon, and to safely orbit humans and crafts in space for temporary and prolonged periods. It also covers the development of space stations, the space shuttle and its future, and international laws for the use and travel in space.

**Aerospace Science IV 1 unit 95042CH**

**Prerequisite: completion of year three courses**

This course is a continuation of the scientific principles begun in aerospace Science III. Military customs are maintained, as cadets may earn promotions leading to cadet commander. Cadets perform at many school functions, from presenting the

colors as color guard members to performing at parades and at homecoming. There are three areas of study: management of the cadet wing; college preparation and financial aid; aviation fundamentals and ground school leadership.

**Advanced AFROTC Studies**  
**Advanced AFJROTC Studies I** 95012CI  
**Prerequisite:** Aerospace Science 1

**Advanced AFJROTC Studies II** 95022CJ  
**Prerequisite:** Aerospace Science 2  
**Advanced AFJROTC Studies III** 95032CK  
**Prerequisite:** Aerospace Science 3

**Advanced AFJROTC Studies IV** 95042CL  
**Prerequisite:** Aerospace Science 4

The purpose of the advance AFJROTC studies program is to augment, improve, and reinforce students' knowledge and abilities gained after undertaking a corresponding core AFJROTC aerospace Science class. As a prerequisite-based and elective follow-up class, the program is designed to reinforce knowledge and techniques previously learned, providing a deeper study, appreciation, experience and application in the full range of topics provided in the core AFJROTC program. These classes are normally offered in the spring semester only.

## Military Science

### West Johnston High School

**Military Science I 1 unit** 95012Cb  
 These introductory courses are designed to prepare the High School student for a responsible leadership role while making him/her aware of his/her rights, responsibilities, and privileges as an American citizen. Topics covered include: the spirit of American citizenship and army JROTC, including techniques of verbal communication, leadership, physical fitness, drill and ceremonies, first aid, and health issues. Map reading, marksmanship, and safety will also be introduced. There is no obligation to join the armed forces as a result of taking military science.

**Military Science II 1 unit** 95022Cc  
**Prerequisite:** completion of year one courses  
 These courses contain a more advanced level of study in major subject areas: leadership, techniques of communications, drill and ceremonies, first aid/hygiene, drug abuse prevention, map reading, career opportunities, American military history, role of the US Armed Forces, physical fitness, citizenship, and technology awareness.

**Military Science III 1 unit** 95032Cd  
**Prerequisite:** completion of year two courses  
 Continuing the development of the cadet which advanced leadership training and management techniques is the focus of these courses. Subjects include expansion of discussions and practical exercises on different types of organizational staffs and their functions, military service opportunities, ROTC scholarships, techniques of communication (oral and written), first aid/hygiene, map reading, land navigation, citizenship, and technology awareness.

**Military Science IV 1 unit** 95042Ce  
**Prerequisite:** completion of year three courses  
 These courses expand on the psychology of leadership, moral aspects of development and training, group relations and behavior, management of resources, and practical exercises in problem solving.

**Advanced AJROTC Studies**  
**Advanced AJROTC Studies I** 95012Cf  
**Prerequisite:** Military Science 1  
**Advanced AJROTC Studies II** 95022Cg  
**Prerequisite:** Military Science 2

**Advanced AJROTC Studies III** 95032Ch  
**Prerequisite:** Military Science 3

**Advanced AJROTC Studies IV** 95042Ci  
**Prerequisites:** Military Science 4  
 The purpose of the Advance AJROTC studies program is to augment, improve, and reinforce students' knowledge and abilities gained after undertaking a corresponding core AJROTC military Science class. As a prerequisite-based and elective follow-up class, the program is designed to reinforce knowledge and techniques previously learned, providing a deeper study, appreciation, experience and application in the full range of topics provided in the core AJROTC program. These classes are normally offered in the spring semester only.

## Career/Technical Education Courses

**Articulated credit:**  
 Many of the upper level career and technical courses can be used for community college credit through a local and statewide articulation agreement. This is contingent upon students scoring raw score of 80 or above on the VOCATS post-assessment, a "B" in the course, and that the articulation credit is requested within two (2) years after graduation. Request for VOCATS scores should be made at the base school.

**Career pathway completer courses:**  
 Students seeking to complete the College Tech Prep or Career Prep courses of study must complete one of the career pathways. The student must earn four (4) credits with at least one (1) completer course.

**Future Ready Core:**  
 Students entering 9<sup>th</sup> grade in 2009-2010 who select Career & Technical Education as a concentration area must complete one of the career pathways by earning 4 credits with at least one completer course.

**Career Management 1 unit** 61452C  
**Prerequisite:** none  
 This course is designed to be used as an elective in any pathway with students who are in grades nine through twelve. The course will help students understand the lifelong process of determining self and career identity. Students will have opportunities to learn how to make good decisions about

education, work, and life roles; how to secure employment; and how to succeed in a rapidly changing world or work.

## Agriculture

**AgriScience Applications 1 unit** 68102C

**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. Skills in biology, language, writing, computers, mathematics, and physics are reinforced in this course. 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 1 unit** 68312C

**Prerequisite:** none

**Articulated credit:** MNT 110, Intro into Maintenance procedures

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. 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 1 unit** 68322C

**Completer course**

**Prerequisite:** Agriculture Mechanics I

**Articulated credit:** WLD 112, Basic Welding Processes

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. Skills in physics, geometry, and algebra are reinforced in this course. 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**

**1 unit**

**68332C**

**Completer course**

**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.

**Agricultural Production I 1 unit**

**68112C**

**Prerequisite:** none

This course focuses on the basic scientific principles and processes related to the production of plants and animals for the food and fiber systems. Topics of instruction include basic understanding of the livestock/poultry industry and its various components, career opportunities, soil Science, crop science/agronomy, weed Science, basic agricultural machinery and related industry careers, environmental stewardship, and leadership/personal development. Skills in algebra and biology are reinforced in this course. 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 Production II 1 unit**

**68122C**

**Completer course**

**Prerequisite:** Agricultural Production I

This course provides instruction that expands the scientific knowledge and technical skills gained in agricultural production I with heavy emphasis on topics including pesticide use and safety, herbicide use and safety, wildlife habitat concerns, irrigation, agricultural equipment technology and safety, global industry issues, career planning, and human resource development. Skills in algebra and biology are reinforced in this course. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

**Animal Science I 1 unit**

**68212C**

**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. Skills in biology, chemistry, and algebra are reinforced in this course. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

**Animal Science II 1 unit** **68232C**

**Completer course**

**Prerequisite: Animal Science I**

**Articulated credit: ANS 110 Animal Science**

This course includes more advanced scientific principles and communication skills than were developed in Animal Science I. Topics include animal waste management, animal science economics, decision making, and global concerns in the industry, genetics, and breeding. Content knowledge in biology, chemistry, and algebra are reinforced in this class. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

**Animal Science II / Small Animal 1 unit** **68232C**

**Completer course**

**Prerequisite: Animal Science I**

This course provides instruction on animal husbandry topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category will be covered through this course. Opportunities for students to gain hands-on experience will be included in the course and reinforced through work-based learning and leadership experiences. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

**Equine Science I 1 unit** **68252C**

**Prerequisite: none**

This course focuses on the basic scientific principles and processes related to equine physiology, breeding, nutrition and care in preparation for a career in the equine industry. Skills in biology, chemistry and mathematics are reinforced in this course. Opportunities for students to gain hands-on experience will be included in this course through work based learning and leadership experiences. Supervised agricultural experience programs and FFA leadership activities are integral components of the course.

**Equine Science II 1 unit** **68262C**

**Completer course**

**Prerequisite: Equine Science I**

The course focuses on more advanced applications of feeding, breeding, and management practices involved in the horse industry. Content knowledge in biology, chemistry, and algebra are reinforced in this class. 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.

**Biotechnology and Agriscience Research I** **68712C**  
**1 unit**

**Prerequisite: none**

This course provides instruction in the technologically advanced world of agriculture and life Sciences. Students are

exposed to the latest techniques and advances in plant and animal biotechnology with a strong emphasis on hands-on activities. The FFA student organization and work-based learning experiences are integrated throughout this course to bring the scientific information to students for real-life application. Agriscience applications is a recommended prerequisite.

**Biotechnology and Agriscience Research II** **68722C**  
**1 unit**

**Completer course**

**Prerequisite: Biotechnology and Agriscience Research I**

**Articulated credit: PTC 110 Industrial Engineering**

This course provides instruction in laboratory and safety skills needed by agricultural research scientists. Current applications of biotechnology in animal science, environmental science, food science and plant science are emphasized. Basic concepts of genetics and microbiology are applied to the agriculture industry and its success in providing food and fiber for the world. Opportunities exist for students to conduct individual or team research experiments. Hands-on laboratories and current topic discussions provide students an understanding of careers in agriscience research.

**Environmental and Natural Resources I** **68512C**  
**1 unit**

**Prerequisite: none**

**Articulated credit: ENV 110 Environmental Science**

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. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

**Environmental and Natural Resources II** **68522C**  
**1 unit**

**Completer course**

**Prerequisite: Environmental and Natural Resources I**

**Articulated credit: ENV 220 applied ecology and ENV 228 environmental issues**

This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management. Skills in biology, chemistry, and algebra are reinforced in this class. Work-based learning strategies appropriate for this course are agriscience projects, field trips, shadowing, cooperative education, 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 I 1 unit** **68412C**

**Prerequisite: none**

This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, career opportunities, and leadership development. Skills in biology, chemistry, and algebra are reinforced in this course. 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 1 unit** **68422C**

**Completer course**

**Prerequisite: Horticulture I**

**Articulated credit: HOR 125 Introduction to Horticulture**

This course covers instruction that expands the scientific knowledge and skills to include more advanced scientific computations, and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, career planning, and leadership/personal development. Skills in Biology, Chemistry, and Algebra are reinforced in this class. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

**Honors Horticulture II 1 unit** **68425C**

**Completer course**

**Prerequisite: Horticulture I**

**Articulated credit: HOR 125 Introduction to Horticulture**

This Honors Horticulture II course is designed to provide students with experiences that will challenge them as they delve deeper into their knowledge of the horticulture industry. Students will take part in individualized projects that will expand their knowledge in the areas of greenhouse management, nursery production, business skills, landscape design, public speaking, floriculture, pest management and plant identification. Students will be involved in research, a career research experience, as well as planning and management decisions appropriate to the industry.

**Horticulture II/Landscape Construction**  
**1 unit** **68822C**

**Completer course**

**Prerequisite: Horticulture I**

**Articulated credit: LSG 111 Basic Landscaping Technology**

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. Opportunities exist for students to conduct internships or apprenticeships as landscape technicians.

**Agricultural Advanced Studies 1 unit** **68992C**  
**Completer course**

**Prerequisite: three credits in Agriculture Education**

This is a three-phased exit course for seniors that are career focused in agricultural education. The three components of the program include a research paper, a product, and a presentation. Students demonstrate their ability to use content and apply knowledge to real-world situations in a career major. In addition, they will also demonstrate their ability to write, speak, apply knowledge, problem-solve, and use life skills such as time management, planning, follow-through, and organization. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives and other school-based personnel. FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

**Agriculture Education Work Based Learning**

**1 unit / 180 hours with 2 unit's maximum per year.**

**Agriculture internships (unpaid), semester** **68986C**

**Agriculture coop (paid)**

**Semester I** **68976C**

**Semester II** **68976CA**

**Agriculture Apprenticeships**

**(registered with NC DOL)**

**68966C**

**Completer credit for apprenticeship only**

Eleventh and twelfth grade students who are currently enrolled in an agriculture education course can receive one unit of credit for 180 hours of on-the-job training. Refer to Johnston County School's work-based-learning guide for program details and requirements.

## **Business and Information**

**Business Advanced Studies 1 unit** **65992C**

**Completer course**

**Prerequisite: three credits in Business and Information technology**

This culminating course is for seniors who are career focused in accounting and finance, business administration, business management and ownership, information technology, or office systems technology. The three parts of the course include writing a research paper, producing a product, and delivering a presentation. Students demonstrate their abilities to use content and apply knowledge to professional business situations in a selected career. In addition, they will also demonstrate their ability to write, speak, apply knowledge, problem solve, and use life skills such as time management and organization. Students work under the guidance of a teacher-advisor in collaboration with community members, business representatives, and other school-based personnel.

**Business and Electronic Communications 1 unit 65352C**

**Prerequisite:** Keyboarding skill – defined as a minimum of 35 words per minute with errors corrected; format from rough draft copy of an announcement, memorandum, personal business letter, and unbound report; and exhibit proper keyboarding techniques.

**Articulated credit:** BUS 260 Business Communication (Eng 111 a prerequisite)

This course provides students essential competencies for oral and written communication in the technological workplace. Emphasis is placed on utilizing the computer to further develop written communication skills such as composing memos, letters, and reports; describing processes or mechanisms; and completing forms and responding to e-mail. Utilizing presentation software and telecommunications to develop oral communication skills such as delivering oral presentations, giving instructions, interviewing for information, and presenting information/reports in an effective manner is reinforced. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

**Business Law 1 unit 62152C**

**Prerequisite:** none

This course is designed to acquaint students with the basic legal principles common to business and personal activities. Topics include consumer concepts used when evaluating contracts, purchasing with credit, purchasing appropriate insurance, and renting and owning real estate. Business concepts such as contracting, ethics, starting a business, hiring employees, managing employees, and representing others in an agency capacity are included. Skills in critical thinking, oral and written communication skills are reinforced. In addition to simulations, projects, and teamwork, FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

**Business Management and Applications 1 unit 62252C**

**Completer course**

**Prerequisite:** two technical credits in Business and Information

This course covers the organizational functions of businesses including quality concepts, project management, and problem solving. Emphasis is placed on analyzing the social, technological, and organizational systems such as human relations, communications, data management, and meeting and conference coordination. Skills in communications and Mathematics are reinforced through appropriate business technology used to perform business applications. Work-based learning strategies appropriate to this course are school based enterprises, internships, cooperative education, and apprenticeship. In addition to simulations, projects, and teamwork, FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

**Computerized Accounting I 1 unit 63112C**

**Prerequisite:** none

**Articulated credit:** ACC 111 Financial Accounting or ACC 115 College Accounting or ACC 118 Accounting Fundamentals

This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions; preparation and interpretation of financial statements; accounting systems; banking and payroll activities; basic types of business ownership; and an accounting career orientation. Mathematics skills and critical thinking are reinforced. Work-based learning strategies appropriate to this course are school-based enterprises, internships, cooperative education, and apprenticeship. In addition to simulations, projects, and teamwork, FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

**Computerized Accounting II 1 unit 63122C**

**Completer course**

**Prerequisite:** Computerized Accounting I

**Articulated credit:** ACC 119 Accounting Fundamentals II

This course is designed to provide students with an opportunity to develop in-depth knowledge of accounting procedures and techniques utilized in solving business problems and making financial decisions. Emphasis includes partnership accounting; adjustments and inventory control systems; budgetary control systems; cost accounting; and further enhancement of accounting skills. Mathematics skills and critical thinking are reinforced. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

**Computer Applications I 1 unit 64112C**

**\* This course counts in every pathway.**

**Prerequisite:** Keyboarding Skill – defined as a minimum of 35 words per minute with errors corrected; format from rough draft copy of an announcement, memorandum, personal business letter, and unbound report; and exhibit proper keyboarding techniques.

**Articulated credit:** CIS 111 Basic PC Literacy or CIS 113 Computer Basics and OST 136 Word Processing

This course is designed to help student's master advanced skills in the areas of word processing, database management, spreadsheet, telecommunications, desktop publishing, and presentation applications. Emphasis is on data communications, internet and e-mail, as well as skill development in the integration of software applications, ethical issues pertaining to information systems, and information technologies careers. Communication skills and critical thinking are reinforced through software applications. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

**Computer Applications II 1 unit 64122C**

**Completer course**

**Prerequisite: Computer Applications I**

**Articulated credit: OST 137 Office Software Applications or CIS 169 Business Presentations or CIS 172 Intro to Internet or COS 165 Desktop Publishing I**

This course is designed to help student's master advanced skills in the areas of integrating technology devices, internet research strategies and uses, complex desktop publishing, multimedia production, and basic web page design. Emphasis is placed on skill development and refinement of skills in information technologies as well as economic, ethical, and social issues in the information technologies area. Communication skills and critical thinking are reinforced through software applications. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

**Digital Communications Systems 1 unit 65142C**

**Prerequisite: none**

This course is designed to teach basic digital input skills including keying using touch method, speech recognition, and use of hand-held devices. Emphasis is on the daily use and operation of commonly used digital communication devices to develop skill with concentrated application of those skills in the production of business communication and correspondence. Communications skills are reinforced as the student's format, compose, and proofread. Work-based learning strategies appropriate for the course are service learning, field trips, and job shadowing. Simulation, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

**E-commerce I 1 unit 64155C**

**Prerequisite: Computer Applications II**

**Articulated credit: CIS 172/WEB 110 Intro to Internet**

This course is designed to help student's master skills in the design and construction of complex web sites for conducting business electronically. Emphasis is on skill development in advanced web page construction and entrepreneurial applications of conducting business electronically. As well as economic, social, legal, and ethical issues related to electronic business. Students will plan, design, create, publish, maintain, and promote an electronic business website. Communication skills and critical thinking are reinforced through software applications. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies. This course carries honors credit.

**E-Commerce II 1 unit 64165C**

**Completer course**

**Prerequisite: E-Commerce I**

**Articulated credit: ITN 160/WEB 210 Web design**

This course is designed to help students master advanced skills in electronic commerce security; payment infrastructure; secure electronic commerce transactions; and electronic commerce order entry, tracking and fulfillment. Emphasis is

placed on marketing techniques for electronic commerce websites, tracking and using customer and sales data, and other uses of databases in electronic commerce sites.

Communication skills, problem solving, research, and critical thinking skills are reinforced as students develop and enhance capstone projects. Work based learning strategies appropriate to this course are internships, cooperative education, and apprenticeship. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies. This course carries honors credit.

**Foundations of Information Technology 1 unit 63403C**

**Prerequisite: none**

**Articulated credit: CIS 111/CTS 111 Basic PC literacy or CIS 113/CTS 113 Computer Basics**

This course provides students with the essential competencies to pursue further study in information technology. Emphasis is on the career concentrations of network systems, information support and services, programming and software development, and interactive media. Students will study new and emerging developments in information technology basics, applications, and systems, while enhancing technical skills, academic foundations, communication, leadership, teamwork, ethics, and legal responsibilities. Communication skills, problem solving, research, and critical thinking are reinforced in this course. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

**Networking I 1 unit 63412C**

**Prerequisite: none**

**Articulated credit: NET 110 Data Communication**

This course provides a broad-based foundation in the engineering and administration of computer network systems. Emphasis is on pc/network hardware and operating systems, architecture, protocols, design and security, and career development. Communication, mathematical, and critical thinking skills are strengthened throughout the course. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

**Principles of Business and Personal Finance 1 unit 62002C**

**Prerequisite: none**

**Articulated credit: BUS 125 Personal Finance**

This course introduces the major principles and concepts that are the foundation for future study of business and management. Topics of study include basic business principles, personal finance concepts, management concepts, systems thinking, quality management, and the current environment for business in a multinational marketplace. Communication skills and basic mathematical concepts are reinforced in this course. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

**Small Business Entrepreneurship 1 unit 62352C**

**Completer course**

**Prerequisite: two technical credits in the same career pathway. \*this course counts in every pathway.**

**Articulated credit: BUS 230 Small Business Management**

This course introduces students to the rewards and risks of owning or operating a business enterprise. Emphasis is placed on the mastery of skills needed to plan, organize, manage, and finance a small business. Skills in communication, technical writing, Mathematics, research, and problem-solving are reinforced as each student prepares his/her own business plan.

Work-based learning strategies appropriate for this course include cooperative education and paid/unpaid internships. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

**Business and information education work based learning 1 unit / 180 hours with 2 unit's maximum per year.**

**Completer credit for apprenticeship only**

**Business and information education internships (Unpaid), semester 65986C**

**Business and information education coop (paid) Semester I 65976C  
Semester II 65976CA**

**Business and information apprenticeships (registered with NC DOL) 65966C**

Eleventh and twelfth grade students who are currently enrolled in a business and information education course can receive one unit of credit for 180 hours of on-the-job training. Refer to Johnston County School's work-based-learning guide for program details and requirements.

## **Family & Consumer Sciences**

**Apparel Development I 1 unit 70352C**

**Prerequisite: none**

This course examines clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion. Skills in art, communication, mathematics, science, and technology are reinforced in this course. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

**Apparel Development II 1 unit 70362C**

**Completer course**

**Prerequisite: Apparel Development I or Housing and Interiors I**

This course focuses on advanced clothing and housing apparel development. The use of fibers and fabrics is combined with design and construction techniques to develop and produce clothing or housing apparel product. A real or simulated business apparel enterprise and FCCLA activities allow students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop a portfolio. Skills in science, mathematics, management, communication, and teamwork are reinforced in this course.

**Early Childhood Education I 2 units**

**One block for two semesters all year 71112D**

**Two blocks for one semester 71112G**

**Prerequisite: none**

This two-block course prepares students to work with children birth to age 8. Emphasis is placed on enhancing the development of young children while providing early education and care. Topics include stages of development, health, safety, guidance, and developmentally appropriate activities. This course is a two-credit course with work based learning comprising over 50 percent of the required coursework. Students who will be participating in work-based learning experiences in child care centers should be 16 years of age prior to the beginning of the work-based placement (North Carolina Child Care General Statute 110.91, Section 8). The work-based learning strategies appropriate for this course include school-based enterprises, internships, cooperative education, service learning, field trips, job shadowing, and apprenticeships. Industry skill development and FCCLA leadership activities provide the opportunity to apply instructional competencies and career management skills to authentic experiences.

**Early Childhood Education II 2 units**

**Completer course**

**One block two semester all year 71122D**

**Two blocks one semester 71122G**

**Prerequisite: Early Childhood Education I**

**Articulated credit: EDU 119 Introduction to Early Childhood Education**

This 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 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 work based 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 work based learning strategies appropriate for this course include school based 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.

**Honors Early Childhood Education II 2 units**

**Completer course**

**One block two semester all year 71125H**

**Two blocks one semester 71125G**

**Prerequisite: early childhood education I**

**Articulated credit: EDU 119 Introduction to Early Childhood Education**

This Honors course extends the standard course of study to a higher, more challenging level. The honors version of this course covers the material in greater complexity and with greater acceleration. Student learning focuses on problem solving, critical analysis, and the creation of

products/presentations that demonstrate the application of facts and knowledge.

**Family and Consumer Sciences Advanced Studies  
1 unit 71992C**

**Completer course**

**Prerequisite: three technical credits in Family and Consumer Sciences Education.**

This culminating course is for seniors who are career focused in the apparel design, community and family services, culinary arts and hospitality, early childhood education, food Science, dietetics, and nutrition; or interior design career areas. The three parts of the course include a research paper, a product, and a presentation. Students demonstrate their abilities to write, speak, solve problems, and to use life skills such as time management and organization. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

**Foods I – Fundamentals 1 unit 70452C**

**Prerequisite: none**

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. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

**Foods II – Advanced 1 unit 70462C**

**Completer course**

**Prerequisite: Foods I - Fundamentals or Culinary Arts and Hospitality I**

**Articulated credit: CUL 110 Sanitation and Safety and CUL 112 Nutrition for Food Service**

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.

**Housing and Interiors I 1 unit 70552C**

**Prerequisite: none**

This course examines housing and interior decisions that individuals and families make based on their needs, the environment, and technology. Emphasis is placed on selecting goods and services and creating functional and pleasing living environments based on sound financial decisions and design principles. Skills in mathematics, technology, and art are reinforced in this course. FCCLA leadership activities provide

the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

**Housing and Interiors II 2 units**

**Completer course**

**One block for two semesters 70562H**

**Two blocks for one semester 70562G**

**Prerequisite: Housing and Interiors I or Apparel Development I**

This two-block course prepares students for opportunities in the residential and non-residential interior design fields for entry-level and technical jobs. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Skills in technology, art, mathematics, and communication are reinforced in this course. Comprising 50 percent of the course work, work-based learning strategies appropriate for this course include field trips, job shadowing, school-based enterprises, internships, cooperative education, and apprenticeships. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

**Life Management 1 unit 70852C**

**Prerequisite: none**

This course is designed to empower students to take action for the well-being of themselves and others in the family, workplace, and community. Topics include financial management, personal development, parenting, relationships, career development, and wellness and nutrition. The focus is on what students need to know and be able to do to manage work and family responsibilities within the first five years after high school. Skills in decision making, problem solving, critical thinking, interpersonal relationships, technology, workplace readiness, and communication are reinforced in this course. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

**Parenting and Child Development 1 unit**

**Prerequisite: none**

**70652C**

This course introduces students to responsible nurturing and basic applications of child development theory. Emphasis is on the parents' responsibilities and the influences they have on children while providing care and guidance. Skills in communication, resource management, and problem solving are reinforced in this course. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

**Teen Living 1 unit**

**70152C**

**Prerequisite: none**

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. FCCLA leadership activities

provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

### **Family and Consumer Sciences Education Work Based Learning**

**1 unit / 180 hours with 2 unit's maximum per year.**

**Completer credit for apprenticeship only**

**Family and consumer Sciences education**

**Internships (unpaid), semester 71986C**

**Family and Consumer Sciences Education**

**coop (paid)**

**Semester I 71976C**

**Semester II 71976CA**

**Family and consumer Sciences apprenticeships**

**(registered with NC DOL) 71966CB**

Eleventh and twelfth grade students who are currently enrolled in a family and consumer Sciences education course can receive one unit of credit for 180 hours of on-the-job training. Refer to Johnston County School's work-based-learning guide for program details and requirements.

## **Health Occupations**

**Allied Health Sciences I 1 unit 72112C**

**Prerequisites: Biology and Health education (H&PE)**

**Articulated credit: MED 110 Orientation to Medical Assistant and MED 112 Orientation to Clinic Setting I**

This course investigates the Health care delivery system, its services, occupations, and related Sciences. Topics include the study of the language of medicine, medical mathematics, microbiology, anatomy and physiology, diseases/disorders, diagnoses, treatments, patient/client care regimens, career development, and future technological innovations. Work-based learning strategies include service learning, field trips, and job shadowing. skills in science, mathematics, communications, social studies and health are reinforced in this course. Projects, teamwork, demonstrations, and HOSA competitive events serve as instructional strategies that reinforce the curriculum content.

**Allied Health Sciences II 2 units**

**Completer courses**

**One block for two semesters 72122D**

**Two blocks for one semester 72122G**

**Prerequisites: AHS I or Medical Sciences I**

**Articulated credit: MED 121 Medical Terminology and MED 122 Medical Terminology II**

This course is designed to prepare potential Health care workers, preferably seniors, to become effective and efficient multi-skilled Health team members. Emphasis is placed on the development of proficiency in employability skills, emergency care skills, safety skills, clerical skills, and health care skills. The work-based learning strategy appropriate for this course is a minimum 65-hour clinical internship where student interns deliver health care in local hospitals, medical/dental/veterinary offices, nursing/convalescent/retirement facilities, wellness centers, etc. Skills in science, mathematics, communications, health, and social studies are reinforced in this course. HOSA activities support networking with health care agencies and professionals through the development of clinical expertise and volunteerism.

**Biomedical Technology 1 unit**

**72002C**

**Prerequisite: none**

This survey course challenges students to investigate current and 21<sup>st</sup> century medical and health care practices using computerized databases, the internet, media, and visiting health team professionals. Topics include the world of biomedical technology, the language of medicine, present and evolving biomedical specialties, and biomedical ethics: crises and alternatives, and health career development. Skills in science, mathematics, communications, health, and social studies are reinforced in this course. HOSA membership provides opportunities for personal and experiential growth.

**Health Science Advanced Studies 1 unit**

**72992C**

**Completer course**

**Prerequisites: three credits in Health Occupations Education**

This culminating course is for seniors who are career-focused in a health or medical career. The three parts of the course include a research paper, a product, and a presentation. Students demonstrate their abilities to use content and apply knowledge to real-world situations in a selected career. In addition, they will also demonstrate their abilities to write, speak, apply knowledge, problem solve, and use life skills such as time management and organization. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel. HOSA membership provides avenues for applying leadership skills, reinforcing writing and speaking skills, and participating in volunteer activities.

**Health Team Relations 1 unit**

**72102C**

**Prerequisite: none**

This course is designed to assist potential Health care workers in their role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision-making. Basic academic skills, employability skills, critical thinking skills, teamwork, and the use of technology are reinforced in this course. HOSA leadership activities provide many opportunities for practical application of instructional competencies.

**Medical Sciences I 1 unit**

**72212C**

**Prerequisites: Biology, Algebra I, and Health & PE**

**Articulated credit: MED 110 Orientation to Medical Assistant MED 112 Orientation to Clinic Setting I**

This course uses advanced investigative approaches to the study of human and social sciences as related to medicine and health care. Emphasis includes the language of medicine, body chemistry, anatomy and physiology, and the current and futuristic study of diseases and disorders. Work-based learning strategies include service learning, field trips, and job shadowing. Skills in science, mathematics, health, and social studies are reinforced in this course. HOSA competitive events serve as instructional strategies that reinforce the curriculum content.

**Medical Sciences II 1 unit** **72222C**

**Completer course**

**Prerequisites:** AHS I or Medical Sciences I

**Articulated credit:** MED 121 Medical Terminology and MED 122 Medical Terminology II

This specialized course is designed to prepare potential health care workers, preferably seniors, for performance in an advanced technical or professional health career. Emphasis is placed on professional development, communications, safety, bioethical/legal practices, healthcare delivery systems, assessment and diagnostic practices, health maintenance practices, and problem-solving and decision making. Skills in mathematics, science, and communications are reinforced in this course. Work-based learning strategies include the development of individualized clinical skills specifically related to a selected mentorship (minimum of 45 hours) with an exemplary health professional. HOSA activities support networking with health care agencies and professionals through the development of clinical expertise and volunteerism.

**Honors Medical Sciences II 1 unit** **72225C**

**Completer course**

**Prerequisites:** AHS I or Medical Sciences I

**Articulated credit:** MED 121 Medical Terminology and MED 122 Medical Terminology II

This honors course extends the standard course of study to a higher more challenging level. Students can expect to complete research for presentations to the class and community members and complete a book study related to the Health Care Industry.

**Health Occupations Education Work Based Learning**  
**1 unit / 180 hours with 2 unit's maximum per year.**

**Completer credit for apprenticeship only**

**Health Occupations Education Internships (unpaid),**  
**Semester** **72986C**

**Health Occupations Education coop (paid)**  
**Semester I** **72976CA**

**Semester II** **72976CB**

**Health Occupations Apprenticeships**  
**(registered with NC (DOL))** **72966C**

Eleventh and twelfth grade students who are currently enrolled in a Health occupations education course can receive one unit of credit for 180 hours of on-the-job training. Refer to Johnston County School's work-based-learning guide for program details and requirements.

**Pharmacy Tech 1 unit** **72092C**

This specialized course is designed to prepare potential pharmacy technicians. Emphasis is placed on technical competencies related to certification as a pharmacy technician. Students will participate in a minimum of 45 hours of work based learning to focus on the application of learned skills.

## Marketing

**Fashion Merchandising** **66312C**

**Prerequisite:** none

This course is designed for students interested in the fashion industry and the merchandising of fashion. Topics include an

overview of the fashion industry, evolution and movement of fashion, career development, merchandising, risk management, promotion and fashion show production. Skills in research, mathematics, textile chemistry, and technical writing are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education or paid/unpaid internships. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

**Marketing 1 unit** **66212C**

**Prerequisite:** none

This course is designed to help students develop basic knowledge, skills, and attitudes that will prepare them to enter the field of marketing. The course emphasizes the foundations of business, management, and entrepreneurship; Economics; professional development; and communication and interpersonal skills. Included in these foundations are concepts such as distribution, financing, selling, pricing, promotion, marketing-information management, and product/service management. Skills in communications, mathematics, and psychology are reinforced in this course. Work-based learning strategies appropriate for this course include job shadowing, paid/unpaid internships, school-based enterprises, field trips, and/or cooperative education.

**Marketing Advanced Studies 1 unit** **66992C**

**Completer course**

**Prerequisite:** three technical credits in Marketing, or Business and Information Technology

This is a culminating course for seniors who are career-focused in marketing technologies; sales and technical services; travel, tourism, and recreation marketing; business management and small business/entrepreneurship; fashion merchandising; business administration; or sports and entertainment marketing. The three components of the course include writing a research paper, producing a product, and delivering a presentation. Students demonstrate the ability to write, speak, apply knowledge, problem solve, and use life skills such as time management, planning, follow through, and organization. Students work under the guidance of a teacher facilitator in collaboration with community members, business representatives, and other school-based personnel. Simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

**Marketing Management 1 unit** **66222C**

**Completer course**

**Prerequisite:** Marketing

**Articulated credit:** MKT 120 Principles of Marketing

This course is designed to continue the foundations covered in marketing. Topics of study include recruiting, hiring, training and evaluating employees; information management; purchasing; pricing; ethics; sales management; and financing. Skills in math, human relations, communications, and technical writing are reinforced in this course. Work-based learning strategies appropriate for this course are school-based enterprises, cooperative education, paid/unpaid internships, and apprenticeships. Marketing simulations, projects,

teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

**Honors Strategic Marketing** **66265C**  
**Prerequisite: none**

This fast-paced course challenges students by combining into one course the content taught in the Marketing and Marketing Management courses. The curriculum, activities, and resources utilized in this course are written at the freshman college level. Topics include economics, marketing research and decision making, domestic and international markets and influences, human resource development, ethics, management, and financial analysis. Skills in mathematics, research, and critical thinking are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education and paid/unpaid internships. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

**Principles of Business and Personal Finance** **62002C**  
**1 unit**  
**Prerequisite: none**

**Articulated credit: BUS 125 Personal Finance**  
This course introduces the major principles and concepts that are the foundation for future study of business and management. Topics of study include basic business principles, personal finance concepts, management concepts, systems thinking, quality management, and the current environment for business in a multinational marketplace. Communication skills and basic mathematical concepts are reinforced in this course. Simulations, projects, teamwork, and DECA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

**Small Business Entrepreneurship–Marketing** **62332C**  
**1 unit**  
**Completer course**

**Prerequisites: the student must have completed two technical credits in the same career pathway**  
**Articulated credit: BUS 230 Small Business Mgt**  
This course introduces students to the rewards and risks of owning or operating a business enterprise. Emphasis is placed on the mastery of skills needed to plan, organize, manage, and finance a small business. Skills in communication, technical writing, mathematics, research, and problem-solving are reinforced as each student prepares his/her own business plan. Work-based learning strategies appropriate for this course include cooperative education and paid/unpaid internships. Simulations, projects, teamwork, and DECA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

**Sports and Entertainment Marketing I** **66702C**  
**1 unit**  
**Prerequisite: none**

This course is designed for students interested in sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: branding,

licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; promotion; safety and security; and human relations. Skills in communications, human relations, psychology, and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education, paid/unpaid internships, or school-based enterprises. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

**Sports and Entertainment Marketing II** **66712C**  
**1 unit**  
**Completer course**

**Prerequisite: Sports and Entertainment Marketing I**  
This course is designed for students interested in an advanced study of sports, entertainment, and event marketing. Emphasis is placed on the following principles as they apply to the industry: business management, career development options, client relations, ethics, events management, facilities management, legal issues and contracts, promotion, and sponsorships. Skills in communications, human relations, mathematics, psychology, and technical writing are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education, paid/unpaid internships, or school-based enterprises. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

**Travel, Tourism, and Recreation Marketing** **66452C**  
**1 unit**  
**Completer course**  
**Prerequisite: Marketing**

This course is designed to provide a foundation for students interested in a career in travel, tourism, and recreation marketing. Emphasis is placed on the hospitality/tourism industry, customer relations, travel destinations, tourism promotion, economics, and career development. Skills in mathematics, psychology, geography, and communications are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education or paid/unpaid internships. Marketing simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

**Strategic Marketing** **66262C**  
**Prerequisite: none**

This fast-paced course challenges students by combining into one course the content taught in the Marketing and Marketing Management courses. The curriculum, activities, and resources utilized in this course are written at the freshman college level. Topics include economics, marketing research and decision making, domestic and international markets and influences, human resource development, ethics, management, and financial analysis. Skills in mathematics, research, and critical thinking are reinforced in this course. Work-based learning strategies appropriate for this course include cooperative education and paid/unpaid internships. Marketing

simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.

**Marketing Education Work Based Learning 1 unit / 180 hours with 2 units maximum per year.**

**Completer credit for apprenticeship only**

**Marketing education internships (unpaid),**

**Semester 66986C**

**Marketing education coop (paid)**

**Semester I 66976CA**

**Semester II 66976CB**

**Year 66976D**

**Marketing apprenticeships**

**(registered with NC DOL) 66966C**

Eleventh and twelfth grade students who are currently enrolled in a marketing education course can receive one unit of credit for 180 hours of on-the-job training. Refer to Johnston County School's work-based-learning guide for program details and requirements.

## Trade & Industrial

**Automotive Service Technology I 1 unit 75112C**

**Prerequisite: Algebra I**

This course introduces basic automotive skills and job opportunities in the auto repair industry. Topics include engine theory, automotive service preventive maintenance, brake repair, electrical systems troubleshooting, safety, test equipment, and measuring. Skills in science, mathematics, thinking, and leadership are reinforced in this course. Work-based learning strategies for this course may include field trips, internships, job shadowing, and cooperative on-the-job training. Hands-on work experiences and skills use leadership activities provide many opportunities to enhance classroom instruction and career development.

**Automotive Service Technology II 2 units**

**Completer course**

**One block for two semesters 75122D**

**Two blocks for one semester 75122G**

**Prerequisite: Automotive Service Technology I**

**Articulated credit: AUT 110 Intro to Auto Tech and AUT**

**111 Basic Auto Tech and AUT 161 Electrical Systems**

Automotive service technology programs in North Carolina are national automotive technician education (NATEF) certified. Automotive service excellence areas of brakes and electrical/electronics are taught in this course. The level II course helps prepare students for the automotive service excellence (ASE) technician certification. Work based learning experience strategies appropriate for this course are field trips, job shadowing, internships, cooperative on-the-job training, and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

**Automotive Service Technology III 2 units**

**One block for two semesters 75132D**

**Two blocks for one semester 75132G**

**Prerequisite: Automotive Service Technology II**

**Articulated credit AUT 151 Brake Systems**

Automotive service technology III emphasizes advanced brakes and advanced electrical/electronics. Students will have accumulated 105 hours of instructional time in brakes and 230 hours of instructional time in electrical/electronics for the program to be NATEF certified. Students may receive community college credit for brakes and electronics. This course further prepares students for ASE certification. Skills in leadership, safety, problem solving, and planning are reinforced in this course. The work-based learning strategies appropriate for this course are cooperative on-the-job training, internships, and apprenticeships. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

**Computer Engineering Technology I 1 unit 79912C**

**prerequisite: none**

**Articulated credit: CTS 120 Hardware/Software Support**

This course introduces the essential hardware competencies for an entry-level pc service technician. This course focuses on the CompTIA A+ core hardware exam objectives. Students demonstrate basic knowledge of installing, configuring, upgrading, troubleshooting, and repairing microcomputer systems. The work-based strategy appropriate for this course is job shadowing. Hands-on experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

**Computer Engineering Technology II**

**1 unit 79922C**

**Completer Course**

**Prerequisite: Computer Engineering Technology I**

**Articulated credit: CTS 220 Advanced**

**Hardware/Software Support or ICTN 1500 PC Hardware @ ECU**

This course provides the essential operating systems competencies for an entry-level pc service technician. Students demonstrate knowledge of installing, configuring, upgrading, trouble shooting and repairing operating systems. Work-based strategies appropriate for this course are job shadowing, internship, cooperative education and apprenticeship. Hands-on experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

**Honors Computer Engineering Technology II**

**1 unit 79925C**

**Completer course**

**Prerequisite: Computer Engineering Technology I**

**Articulated credit: CTS 220 Advanced Hardware/Software support**

This course provides the essential operating systems competencies for an entry-level pc service technician. This course focuses on the CompTIA A+ Operating System Technologies exam objectives. Students demonstrate knowledge of installing, configuring, upgrading, troubleshooting, and repairing operating systems. Work-based strategies appropriate for this course are job shadowing, internship, cooperative education, and apprenticeship. Hands-on experiences and SkillsUSA leadership activities provide

many opportunities to enhance classroom instruction and career development. This course carries honors credit.

**Construction Technology I 1 unit 77212C**

**Prerequisite: none**

This course provides a basic introduction to construction work and the technical aspects of carpentry. Topics include safety, measurement, and the identification, selection, and use of tools, equipment, lumber, materials, and fasteners. Basic skills, leadership, career development, thinking and reasoning skills, mathematics, and principles of technology are reinforced. Job shadowing is an appropriate work-based learning strategy for this course. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

**Construction Technology II 2 units**

**Completer course**

**One block for two semesters 77222D**

**Two blocks for one semester 77222G**

**Prerequisite: Construction Technology I**

**Articulated credit: CAR 110 Intro to Carpentry or CST 110 Introduction to Construction**

This course covers in depth advanced technical aspects of carpentry with emphasis on development of skills introduced in level I. Topics include plans, framing, footings, foundations, wall sheathing, insulation, vapor barriers, gypsum board, and underlayment. Skills in measurement, leadership, safety, mathematics, and problem solving are reinforced in this course. Work-based learning strategies appropriate for this course are cooperative education and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. Geometry is a recommended prerequisite.

**Construction Technology III 2 units**

**One block for two semesters 77232D**

**Two blocks for one semester 77232G**

**Prerequisite: construction technology II**

This course covers issues related to planning, management, finance, sales, labor, technology, community, Health, environment, and safety. Topics include estimating, leveling instruments, forms, special framing, interior and exterior finishing, cabinets, built-ins, and metal studs. Skills in technical subjects, production, leadership, safety, problem solving, reading, and mathematics are reinforced in this course. Work-based learning strategies appropriate for this course are cooperative education and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

**Digital Media I 79352C**

**Prerequisite: none**

This course provides a broad-based foundation in the digital media field. An emphasis is placed on the fundamental concepts of audio and video design, various digital media technologies, non-linear editing, product development and design, and career development. Communication,

mathematical, and critical thinking skills are strengthened throughout the course. Work-based learning strategies appropriate for this course are field trips and job shadowing. Local projects and SkillsUSA leadership activities, conferences, and competitions provide opportunities for the application of instructional competencies.

**Digital Media II 79362C**

**Prerequisite: Digital Media I**

This course provides students with more advanced knowledge in the digital and interactive media industry. Emphasis is placed on advanced audio and video non-linear editing techniques for the media; and commercial emerging, web-based interactive media. Project planning, design and development prepare students for entry into various IT and communication industries. Work-based strategies appropriate for this course are cooperative education and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development

**Drafting I 1 unit 79212C**

**Prerequisite: none**

**Articulated credit: DFT 111 Technical Drafting I and DFT 111A Technical Drafting Lab**

This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas and concepts found in the areas of architecture, manufacturing, engineering, science, and mathematics. Topics include problem-solving strategies, classical representation methods such as sketching, geometric construction techniques, as well as cad (computer assisted design), orthographic projection, and 3-d modeling. Skills in communication, mathematics, science, leadership, and problem-solving are reinforced in this course. Job shadowing is an appropriate work-based learning strategy for this course. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

**Drafting II – Architectural 1 unit 79622C**

**Completer course**

**Prerequisite: Drafting I**

**Articulated credit: DFT 115 Architectural Drafting or DFT 151 CAD I or DFT 119 Basic CAD or DFT 114 Architectural CAD**

This course is focused on the principles, concepts, and use of complex graphic tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of cad tools in the creation of floor plans, wall sections, and elevation drawings. Mathematics, science, and visual design concepts are reinforced. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

**Drafting III – Architectural 1 unit 79632C****Prerequisites: Drafting II – Architectural****Articulated credit: DFT 151 CAD I and/or ARC 114****Architectural CAD**

This course introduces students to advanced architectural design concepts. Emphasis is placed on the use of cad tools in the design and execution of site and foundation plans as well as topographical information and detail drawings of stairs and wall sections. Teaming and problem-solving skills are reinforced in this course. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. Geometry is a recommended prerequisite.

**Drafting II – Engineering 1 unit 79722C****Completer course****Prerequisite: Drafting I****Articulated credit: DFT 151 CAD I**

This course focuses on engineering graphics introducing the student to symbol libraries, industry standards, and sectioning techniques. Topics include coordinate systems, principles of machine processes and gearing, and the construction of 3-d wire frame models using cad. Mathematics, science, and mechanical engineering concepts involving the working principles and design of cams and gears are reinforced in this course. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

**Drafting III – Engineering 1 unit 79732C****Prerequisite: Drafting II – Engineering****Articulated credit: DFT 112 Technical Drafting II and DFT 112A Technical Drafting II IAB**

This course introduces the student to advanced engineering concepts using cad tools. Topics studied include descriptive geometry, geometric tolerance, and advanced engineering design concepts such as surface and solid modeling. Science and mathematic concepts are reinforced in this course. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. Geometry is a recommended prerequisite.

**Electronics I 1 unit 76312C****Prerequisite: Algebra I recommended**

This course covers electronic practices and fundamentals, roles of electronics in communications and industry, and career development. Topics include safety, tools, direct current, schematics, soldering, measuring electricity, Ohm's/Watt's/Kirchoff's laws, power, and circuits. Leadership skills, science, thinking skills, and principles of technology are reinforced. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

**Electronics II 2 units****Completer course****One block for two semesters****76322D****Two blocks for one semester****76322G****Prerequisite: Electronics I****Articulated credit: ELC 112 DC/AC Electricity and ELC 126 Electrical Computations and EGR 131 Intro to Electronics Technology and CET 110 Intro to Computer Engineering Technology**

This course covers advanced practices, principles, special equipment and materials. Topics include safety, alternating current, inductive/capacitive/RCL circuits, semiconductor devices, rectifier/filter circuits, and bipolar transistors. Skills in leadership, safety, mathematics, reading, problem solving, tools, and test equipment are reinforced. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

**Introduction to Trade and Industrial Education (ITIE)****1 unit****74002C****Prerequisite: none**

This course introduces students to as many as six career majors available in T & I education. Students may rotate to different laboratories for instruction. Topics include level I objectives from each of the T & I courses being introduced. Skills in communication, science, mathematics, and leadership are reinforced in this course. Hands-on work experiences and SkillsUSA leadership activities provide opportunities to enhance classroom instruction and career development.

**Masonry I 1 unit****77112C****Prerequisite: none**

This course introduces the nature of masonry technology, materials and supplies, and employability skills. Topics include safety, layout, tools, leveling, plumbing, use of straight-edge, and jointing brick and block in wall construction. Reading, mathematics, problem solving, and principles of technology are reinforced in this course. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

**Masonry II 2 units****Completer course****One block for two semesters****77122D****Two blocks for one semester****77122G****Prerequisite: Masonry I****Articulated credit: MAS 140-Introduction to Masonry (requires course grade of B in Masonry I and II and an 80 VOCATS post assessment for Masonry I and II.**

This course provides a continuation of masonry skills, estimating, blueprint reading, and building codes. Topics include constructing walls, corners, sills, and similar structures using a variety of bonds and materials. Skills in safety, leadership, reading, mathematics, problem solving, and career development are reinforced in this course. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development. Geometry is a recommended prerequisite.

**Masonry III 2 units****One block for two semesters** 77132D**Two blocks for one semester** 77132G**Prerequisite: Masonry II**

This course provides advanced masonry skills, leadership development, and the preparation of technical presentations. Topics include constructing composite walls, steps, arches, lattice walls, sidewalks, brick and concrete pavers, window sills, chimneys, and fireplaces. Skills in safety, mathematics, reading, problem solving, and employability skills are reinforced in this course. Work-based learning strategies appropriate for this course are cooperative education and apprenticeship. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

**Networking I 1 unit** 79802C**Prerequisite none****Articulated credit: NET 110 Data Communication/Networking**

This course provides a broad-based foundation in the engineering and administration of computer network systems. Emphasis is on PC/ network hardware and operating systems, architecture, protocols, design and security, and career development. Communication, mathematical, and critical thinking skills are strengthened throughout the course. Work-based learning strategies appropriate for this course are field trips and job shadowing. In addition to simulations, projects, teamwork, SkillsUSA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

**Network Engineering Technology II 1 unit****Completer course****Cisco** 79812C**Nortel** 79832C**Prerequisite: Networking I****Articulated credit: NET 125 Routing & Switching I and Net 126 Routing & Switching II**

This course introduces the fundamental principles of networks and their operation from an industry vendor's perspective. Emphasis is placed on the hands-on skills needed to design, set-up, maintain networks, install cabling, and configure vendor-specific routers and switches. Technical writing and binary mathematical skills are also emphasized. The expectation of this course sequence is for students to be better prepared for the appropriate industry credentialing exam. Hands-on experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

**Network Engineering Technology III 1 unit****Cisco** 79822C**Nortel** 79842C**Prerequisite: network engineering technology II****Articulated credit: NET 225 Advanced Router & Switching I and NET 226 adv. Router & Switching II**

Through hands-on experiences, this course introduces the concepts of wide area networks, advanced router configurations, switched networks, VLANS, and simple vendor-specific network management protocols. Presentation and communication skills needed by a network engineer also

will be emphasized. The expectation of this course sequence is for students to be better prepared for the appropriate industry credentialing exam. Work-based strategies appropriate for this course are internships, cooperative education, and apprenticeship. Hands-on experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

**Trade and Industrial Advanced Studies****1 unit** 79992C**Completer course****Prerequisite: three technical credits within trade and industrial education.**

This culminating, career-focused course for seniors in T & I programs includes a research paper, product, and presentation. Emphasis is on students demonstrating their abilities to use content and apply knowledge to real-world situations. Skills in leadership, writing, speaking, problem solving, Mathematics, and science are reinforced in this course. It is important to connect work-based learning such as internship, apprenticeship, and cooperative education to this course. Students work under the guidance of a teacher-facilitator in collaboration with community members, business representatives, and other school-based personnel. Hands-on work experiences and SkillsUSA leadership activities provide many opportunities to enhance classroom instruction and career development.

**Trade and Industrial Advanced Studies Green Technology****1 unit** 79992CA**Completer Course**

This course is designed for students who have completed Drafting, Construction Technology, or Technology Education courses and who have an interest in "green technology." The course includes three areas of instruction: Wind Turbine, Solar PV, and Sustainable Architecture. Students in the course learn the principals of design and engineering for these technologies and basic installation principals. Students can work to complete certification in the areas of Solar PC Installer and Wind Turbine Installer. Students are eligible to participate in SkillsUSA club and contest events.

**Trade and industrial education work based learning 1 unit / 180 hours with 2 unit's maximum per year.****Completer credit for apprenticeship only****Trade and industrial education internships (unpaid), Semester** 79976C**Trade and industrial education coop (paid) Semester** 79976C**Trade and industrial apprenticeships (registered with NC DOL)** 79966C

Eleventh and twelfth grade students who are currently enrolled in a trade and industrial education course can receive one unit of credit for 180 hours of on-the-job training. Refer to Johnston County School's work-based-learning guide for program details and requirements.

**Trade and Industrial Internship for Digital Media and Printing Graphics 1 Unit** 79982CA

Eleventh and twelfth grade students who have completed Computer Application II or Digital Media are eligible to participate in this internship with Johnston County Schools. Students will intern with print and video professionals at Facility Services in Smithfield. Students receive one unit of credit for 180 hours of on-the-job training. Students are required to follow all requirements for work-based learning as set forth in the Johnston County School's work-based learning guide.

## Technology

**Communication Systems 1 unit** 81252C  
**Completer course**

**Prerequisite: Fundamentals of Technology**

This course introduces students to classical and contemporary visual, audio and electronic communication using state-of-the-art technology. Emphasis is placed on analyzing, designing, testing and evaluating communication systems such as: computer operating systems, the internet, electronic, optical and digital communication systems, and concentrated areas of study determined by students and their teacher. Activities are structured to integrate physical and social sciences, mathematics, language and fine arts, and technical studies. This course and TSA technical and leadership activities develop skills essential for students interested in pursuing technical or engineering careers in communication related fields.

**Fundamentals of Technology 1 unit** 81102C  
**Prerequisite: none**

This course provides prerequisite hands-on experiences in principles and processes essential for the study of the technology systems courses and develops a foundation for students interested in any technical field of study. Emphasis is placed on problem-solving, design, technical communication, modeling, testing, evaluation, and implications of technology. Activities are structured to integrate physical and social sciences, mathematics, language and fine arts. This course and TSA technical and leadership activities develop skills essential for students interested in technical or engineering career fields.

**Manufacturing Systems 1 unit** 81152C  
**Completer course**

**Prerequisite: Fundamentals of Technology**

This course introduces students to principles of past and present manufacturing systems. Emphasis is placed on computer modeling, flexible manufacturing systems and computer-aided manufacturing concepts. Students assess their solutions through mass property analysis and modification using contemporary manufacturing methods. Activities are structured to integrate physical and social sciences, mathematics, and language and fine arts. Work-based learning strategies appropriate for this course include school-based enterprise, job shadowing, and service learning projects. This course and TSA technical and leadership activities develop skills essential for students interested in pursuing careers in manufacturing as a designer, drafter, industrial manager, technician, or engineer.

**Principles of Technology I 1 unit** 80112C

**Prerequisite: Algebra I**

This course provides a hands-on approach to understanding the fundamental principles and concepts of physics and associated mathematics. Emphasis is placed on understanding mechanical, electrical, fluid, and thermal systems as they relate to work, force, rate, resistance, energy, and power. Activities are structured to integrate science, mathematics, and language arts. This course and TSA technical and leadership activities enhance the skills of students interested in pursuing technical, engineering, or science related careers.

**Principles of Technology II 1 unit** 80122C  
**Completer course**

**Prerequisite: Principles of technology I**

A continuation of laboratory-based experiences, students focus on mechanical, electrical, fluid, and thermal systems as they relate to force transformers, momentum, waves and vibrations, energy converters, transducers, radiation theory, optical systems, and time constants. Activities are structured to integrate science, mathematics, and language arts. This course and TSA activities further enhance the skills essential for success in technical, engineering, and science related fields.

**Structural Systems 1 unit** 81412C  
**Completer course**

**Prerequisite: Fundamentals of technology**

This course introduces students to architecture and civil, structural and environmental engineering. These concepts are studied through research, design project development, and assessment. Activities are structured to integrate physical and social sciences, mathematics, language and fine arts. Work-based learning strategies appropriate for this course include school-based enterprise, job shadowing, and service-learning projects. This course and TSA technical and leadership activities develop skills essential for students interested in pursuing careers in building trades, city planning, architecture, or civil engineering.

**Technology Advanced Studies 1 unit** 80052C  
**Completer course**

**Prerequisite: Fundamentals of Technology**

Students select and pursue a topic of interest using knowledge and skills gained from previous technical and academic courses. Emphasis is placed on having the students select, direct, and evaluate their own study while using complex technological tools. This study allows the integration of science, mathematics, or language arts, the fine arts, and social studies with the application of technology. This course is for students who have completed three technical credits in technology education. Work-based learning strategies appropriate for this course include school-based enterprise, job shadowing, service-learning projects, apprenticeship, cooperative education, and internship. This course and TSA technical and leadership activities allows students to pursue in-depth research and experimentation within virtually all fields of study including science technology, engineering and mathematics.

**Transportation Systems 1 unit** **81262C**

**Completer course**

**Prerequisite: Fundamentals of Technology**

This course introduces students to land, water, air, and space transportation through experimentation and model making. Emphasis is placed on interdisciplinary research and transportation analysis focused on the performance of transportation systems, and their impacts on mobility and economic growth. Activities are structured to integrate the physical sciences and mathematics. Work-based learning strategies appropriate for this course include school-based enterprise, job shadowing, and service-learning projects. This course and TSA technical and leadership activities develop skills essential for students interested in technical or engineering careers in transportation related fields.

**Technology Education Work Based Learning**  
**1 unit / 180 hours with 2 unit's maximum per year.**

**Completer credit for apprenticeship only**

**Technology Education Internships (unpaid),**  
**Semester** **81986C**

**Technology Education Coop (paid)**  
**Semester** **81976C**

**Technology Apprenticeships**  
**(registered with NC DOL)** **81966C**

Eleventh and twelfth grade students who are currently enrolled in a technology education course can receive one unit of credit for 180 hours of on-the-job training. Refer to Johnston County School's work-based-learning guide for program details and requirements.

### **Johnston County Evening Academy**

The vision of the Johnston County Evening Academy will provide high school students with an additional option for successfully completing the traditional high school experience. Johnston County students can enroll in Evening Academy on-line courses if they have fallen behind due to failing grades, attendance issues, or course conflicts at their home school. The Academy will work individually with students to help them meet state graduation requirements for a high school diploma

Johnston County Evening Academy will be located on the campuses of Smithfield-Selma High School and South Johnston High Schools and will offer an on-line curriculum through North Carolina Virtual Public School and through Nova.net. Students will be expected to provide their own transportation. Students will enroll through the guidance counselor at their home high schools. They will be required to complete an application for admission into the program and will need the approval of their home high school principal. A student may enroll in 1, 2, or 3 courses, depending on his/her academic needs. Classes will meet Monday-Thursday on the following schedule:

**Smithfield-Selma High School**  
**3:00 pm – 7:00 pm**

**South Johnston High School**  
**3:30 pm – 6:30 pm**

\*\*\*\*\*

## **Earn College Credits Early!**

### **Johnston Community College**

High School students have the opportunity to enroll in courses for which they may receive college or university credits as well as High School credits. Students may take Dual Enrollment classes at the Johnston Community College campus, Huskins classes offered at their High School or on-line courses at their High School through JCC or UNCGi. Courses noted as "approved to satisfy the comprehensive articulation agreement" may be accepted as general education credits at any of the 16 UNC system colleges and universities. Not all courses will be accepted as credits in all majors at colleges and universities. Enrollment in these courses must be pursued with thoughtful planning and may require written approval from parents and principals prior to enrollment.

Johnston Community College offers the courses listed here in Johnston County High Schools for dual credit. To take these courses, students must have the maturity to do college-level work. Certain Huskins and Learn & Earn courses require Accuplacer as an entrance exam; students who earn a certain score may take the courses. See your counselor if interested in these courses to make an appointment for the test. Students must be willing to abide by the policies of both the Johnston County Schools and Johnston Community College. Please keep in mind that the Community College has strict attendance requirements. Specific course and grade prerequisites may be in effect for these courses. According to the revised weighted quality point policy, students may gain Honors credit by taking certain Huskins courses. By the articulation agreement, a drop-add period can only occur within a 3 day period for Huskins courses.

High School students can earn college credits through a special Learn & Earn Online initiative. Qualified students in participating high schools can take a variety of online college-credit courses at no cost to them or to their families. Students earn both high school and college credit for completed courses. Access to these courses is provided during the regular school day and an online course facilitator will assist students in the classroom.

### **UNCG iSchool**

**UNCG iSchool** is an award-winning, nationally accredited program that gives high school juniors and seniors a head start on their college education – at no cost. The N.C. State Legislature funds both tuition and textbooks for UNCG iSchool students in North Carolina's public high schools. Students are able to take the same university classes that are offered on campus – but offered online as part of the regular school day. They earn credit from both their high school and UNCG. With a UNCG transcript and a grade of C or higher, they can transfer the credit-hours they earn to the college or university of their choice\*. These are college courses, and as such, require student motivation and academic responsibility. Courses are listed on page 60. For an interactive course catalog, demonstration and instructions on how to register, visit: <http://ischool.uncg.edu>.

## JCC Huskins Courses

The purpose of the Huskins Bill cooperative program is to make available for the enrichment of high school students, college level academic, technical and advanced vocational courses not otherwise available to them. College-level courses are taught by community college instructors for high school students. These courses are taught both on the community college and the high school campuses. High school students taking courses through the Huskins Program must demonstrate social maturity and a level of academic achievement to ensure success in college courses. Students are expected to adhere to the JCC attendance policy, and will receive a Huskins Handbook outlining the guidelines of the program.

### **CSI: Crime Scene Processing 1 Unit** 7899UCA

*\*Both courses must be completed in one semester to earn one unit of high school credit*

#### **CJC 144 Crime Scene Processing**

This course introduces the theories and practices of crime scene processing and investigating. Topics include legal considerations at the crime scene, processing indoor and outdoor scenes, recording, note taking, collection and preservation of evidence and submission to the crime laboratory. Upon completion, the student should be able to evaluate and search various crime scenes and demonstrate the appropriate techniques. *This course is a unique concentration requirement in the Latent Evidence concentration in the Criminal Justice Technology Program.*

#### **CJC 146 Trace Evidence**

This course provides a study of trace evidence as it relates to forensic science. Topics include collection, packaging, and preservation of trace evidence from crime scenes such as bombings, fires and other scenes. Upon completion, students should be able to demonstrate the fundamental concepts of trace evidence collection, preservation and submission to the crime laboratory. *This course is a unique concentration requirement in the Latent Evidence concentration in the Criminal Justice Technology Program.*

### **CSI: Imprint Analysis 1 Unit** 7899UCB

*\*Both courses must be completed in one semester to earn one unit of high school credit*

#### **CJC 244 Footwear and Tire Imprints**

This course provides a study of the fundamental concepts of footwear and tire imprint evidence as related to forensic science. Topics include proper photographic recording, casting, recognition of wear patterns and imprint identification. Upon completion, the student should be able to recognize, record, photograph, and identify footwear and tire imprints.

#### **CJC 245 Friction Ridge Analysis**

This course introduces the basic elements of fingerprint technology and techniques applicable to the criminal justice field. Topics include the history and meaning of fingerprints, pattern types and classification, filing sequence, searching and referencing. Upon completion, students should be able to discuss and demonstrate the fundamental techniques of basic

fingerprint technology. *This course is a unique concentration requirement in the Latent Evidence concentration in the Criminal Justice Technology Program.*

### **Criminology 1 Unit** 7899UC

*\*Both courses must be completed in one semester to earn one unit of high school credit*

#### **CJC 112 Criminology**

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

#### **CJC 213 Substance Abuse**

This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities.

### **APPLIED INDUSTRIAL TECHNOLOGY COURSES**

The following courses are taught on the Johnston Community College campus, and students are responsible for transportation.

#### **Cosmetology I 4 Units**

**\*\*AccuPlacer minimum score or SAT Verbal 450 required to place out of RED 080 \*\***

**Course dates: Start on the JCS academic calendar and end on the JCC academic calendar**

**Monday-Friday 1:45-4:55 at JCC Smithfield campus (Wilson building)**

**First semester: COS 111A, COS 112A**

**Second semester: COS 111B, COS 112B**

#### **COS 111 Cosmetology Concepts I** 7899UGA1

**Prerequisites: RED 080**

**Corequisites: COS 112**

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

#### **COS 112 Salon I** 7899UGA2

**Prerequisites: RED 080**

**Corequisites: COS 111**

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

**Cosmetology II 4 Units****Prerequisites:** Cosmetology I**Course dates:** Starts on the JCS academic calendar and ends on the JCC academic calendar**Monday-Friday 1:45-4:45 at JCC Smithfield campus (Wilson building)****First semester:** COS 113A, COS 114A**Second semester:** COS 113B, COS 114B**COS 113 Cosmetology Concepts II****7899UGB1****Prerequisites:** COS 111**Corequisites:** COS 114

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

**COS 114 Salon II****7899UGB2****Prerequisites:** COS 112**Corequisites:** COS 113

This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

**Esthetics I 2 Units****7899UDC****\*\*AccuPlacer minimum score or SAT Verbal 450 required to place out of RED 080 \*\****\*Both semesters must be completed to earn two units of high school credit***Course dates:** Follows JCS academic calendar**Monday-Friday 1:45-3:45 at JCC Cleveland Center****First semester:** COS 119A, COS 120A**Second semester:** COS 119B, COS 120B**COS 119 Esthetics Concepts I****Prerequisites:** RED 080**Corequisites:** COS 120

This course covers the concepts of esthetics. Topics include orientation, anatomy, physiology, hygiene, sterilization, first aid, chemistry, basic dermatology, and professional ethics. Upon completion, students should be able to demonstrate an understanding of the concepts of esthetics and meet course requirements.

**COS 120 Esthetics Salon I****Prerequisites:** RED 080**Corequisites:** COS 119

This course covers the techniques of esthetics in a comprehensive experience in a simulated salon setting. Topics include client consultation, facials, body treatments, hair removal, make-up applications, and color analysis. Upon completion, students should be able to safely and competently demonstrate esthetic services on clients in a salon setting.

**Esthetics II 2 Units****7899UDD***\*Both semesters must be completed to earn two units of high school credit***Prerequisites:** Esthetics I**Course dates:** Follows JCS academic calendar**Monday-Friday 1:45-3:45 at JCC Cleveland Center****First semester:** COS 125A, COS 126A**Second semester:** COS 125B, COS 126B**COS 125 Esthetics Concepts II****Prerequisites:** COS 119**Corequisites:** COS 126

This course covers more comprehensive esthetics concepts. Topics include nutrition, business management, make-up, and color analysis. Upon completion students should be able to demonstrate an understanding of the advanced esthetics concepts and meet course requirements.

**COS 126 Esthetics Salon II****Prerequisites:** COS 120**Corequisites:** COS 125

This course provides experience in a simulated esthetics setting. Topics include machine facials, aroma therapy, massage therapy, electricity, and apparatus. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the cosmetology licensing examination for Estheticians.

**Diesel Mechanics 2 Units****7899UDA***\*Both semesters must be completed to earn two units of high school credit***Course dates:** Follows JCC academic calendar, including student breaks**August 16-December 13, January 7-May 9****Monday-Friday 1:30-3:20 at JCC Smithfield campus (Britt building)****First semester:** HET 110A, HET 125, HET 127**Second semester:** HET 110B, HET 128, HET 118*Upon successful completion of the following courses, students will earn a Diesel Engine Certificate.***HET 110 Diesel Engines**

This course introduces theory, design, terminology, and operating adjustments for diesel engines. Emphasis is placed on safety, theory of operation, inspection, measuring, and rebuilding diesel engines according to factory specifications. Upon completion, students should be able to measure, diagnose problems, and repair diesel engines.

**HET 118 Mechanical Orientation**

This course introduces the care and safe use of power and hand tools. Topics include micrometers, dial indicators, torque wrenches, drills, taps dies, screw extractors, thread restorers, and fasteners. Upon completion, students should be able to select and properly use tools for various operations.

**HET 125 Preventive Maintenance**

This course introduces preventive maintenance practices used on medium and heavy-duty vehicles and rolling assemblies. Topics include preventive maintenance schedules, services, DOT rules and regulations, and road ability. Upon

completion, students should be able to set up and follow a preventive maintenance schedule as directed by manufacturers.

### **HET 127 Shop Rules and Regulations**

This course introduces safety, OSHA, and EPA general requirements used in the mobile equipment industry. Topics include fire extinguisher use, MSDS sheets, oil contamination, protective gear, and other related topics. Upon completion, students should be able to properly use fire extinguishers and demonstrate knowledge of applicable general safety, OSHA, and EPA regulations.

### **HET 128 Medium/Heavy Duty Tune Up**

This course introduces tune-up and troubleshooting according to manufacturers' specification. Topics include troubleshooting engine systems, tune-up procedures, and use and care of special test tools and equipment. Upon completion, students should be able to troubleshoot, diagnose, and repair engines and components using appropriate diagnostic equipment.

## **APPLIED INDUSTRIAL TECHNOLOGY COURSES**

### **Air Conditioning, Heating, & Refrigeration I**

**2 Units** **7899UDB**

*\*Both semesters must be completed to earn two units of high school credit*

**Course dates: Follows JCC academic calendar, including student breaks**

**Monday-Friday First semester 1:30-4:30 at JCC Smithfield campus (Britt building)**

**Second semester 1:30-3:50 at JCC Smithfield campus (Britt building)**

**First semester: AHR 110, AHR 111**

**Second semester: AHR 114**

**Upon successful completion of the following courses, students will earn a Heat Pumps Certificate**

### **AHR 110 Intro to Refrigeration**

This course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle; and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade.

### **AHR 111 HVACR Electricity**

This course introduces electricity as it applies to HVACR equipment. Emphasis is placed on power sources, interaction of electrical components, wiring of simple circuits, and the use of electrical test equipment. Upon completion, students should be able to demonstrate good wiring practices and the ability to read simple wiring diagrams.

### **AHR 114 Heat Pump Technology**

**Prerequisites: AHR 110 or AHR 113**

This course covers the principles of air source and water source heat pumps. Emphasis is placed on safety, modes of operation, defrost systems, refrigerant charging, and system performance. Upon completion, students should be able to understand and analyze system performance and perform routine service procedures.

### **Air Conditioning, Heating, & Refrigeration II**

**2 Units** **7899UDC**

*\*Both semesters must be completed to earn two units of high school credit*

**Prerequisites: Air Conditioning, Heating, & Refrigeration I**

**Course dates: Follows JCC academic calendar, including student breaks**

**August 17-December 14, January 7-May 10**

**Monday-Friday 1:30-4:30 at JCC Smithfield campus (Britt building)**

**First semester: AHR 113, AHR 133A**

**Second semester: AHR 112, AHR 133B**

**Upon successful completion of the following courses, students will earn a Comfort Cooling and All-year Systems Certificate**

### **AHR 113 Comfort Cooling**

This course covers the installation procedures, system operations, and maintenance of residential and light commercial comfort cooling systems. Topics include terminology, component operation, and testing and repair of equipment used to control and produce assured comfort levels. Upon completion, students should be able to use psychometrics, manufacturer specifications, and test instruments to determine proper system operation.

### **AHR 112 Heating Technology**

This course covers the fundamentals of heating including oil, gas, and electric heating systems. Topics include safety, tools and instrumentation, system operating characteristics, installation techniques, efficiency testing, electrical power, and control systems. Upon completion, students should be able to explain the basic oil, gas, and electrical heating systems and describe the major components of a heating system.

## **JCC Concurrent Enrollment Courses**

High School students can take community college courses through concurrent enrollment with approval from the high school principal and the community college president. Students must also be at least 16 years of age, taking at least one-half of full-time high school schedule, and making progress toward graduation. Concurrent enrollment courses are taught on the JCC campus and follow the academic calendar for Johnston Community College. Students are expected to adhere to the JCC attendance policy.

## **Welding I 2 Units**

**7899UDWI**

*\*Both semesters must be completed to earn two units of high school credit*

**Course dates: Follows JCC academic calendar, including student breaks**

**August 16-December 13, January 7-May 19**

**Monday-Friday 1:30-4:00 at JCC Smithfield campus (Britt building)**

**First semester: WLD 112, WLD 110, WLD 141**

**Second semester: WLD 121, BPR 111**

### **WLD 112 Basic Welding Processes**

This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

### **WLD 110 Cutting Processes**

This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.

### **WLD 141 Symbols & Specifications**

This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.

### **WLD 121 GMAW (MIG) FCAW/Plate**

This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.

### **BPR 111 Blueprint Reading**

This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part.

## **Welding II 2 Units**

**7899UDW2**

*\*Both semesters must be completed to earn two units of high school credit*

**Prerequisites: Welding I**

**Course dates: Follows JCC academic calendar, including student breaks**

**August 16-December 13, January 7-May 19**

**Monday-Friday 1:30-4:00 at JCC Smithfield campus (Britt building)**

**First semester: WLD 115**

**Second semester: WLD 131**

### **WLD 115 SMAW (Stick) Plate**

This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.

### **WLD 131 GTAW (TIG) Plate**

This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.

## **Learn & Earn Online Courses**

**Through a special initiative, high school students can earn college credits by taking online college courses at no cost to them or their families. Students earn both high school and college credit for completed courses. Access to these courses is provided during the regular school day and an online facilitator will assist students in the classroom. Students must have a high level of academic self-discipline and have computer competence to ensure academic success in an online environment.**

**Per the Comprehensive Articulation Agreement (CAA), upon admission to another public two-year institution or to a public university, a community college student, who was enrolled in a community college course and who satisfactorily completed the course with a grade of "C" or better in the courses that are designated for college transfer, will receive credit for those courses. The receiving institution will determine whether the course will count as general education, major, or elective credit. Courses follow the JCS academic calendar.**

### **Honors Behavioral Science 1 Unit**

**4090TC**

**\*\*AccuPlacer minimum score or SAT Verbal 450 required to place out of RED 090\*\***

*\*Both courses must be completed in one semester to get one unit of high school credit.*

### **PSY 150 General Psychology**

**Prerequisites: RED 090**

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

## **SOC 210 Introduction to Sociology**

### **Prerequisites: RED 090**

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

## **Marketing and Advertising** **64991**

### **MKT 120 Principals of Marketing**

*\*Both courses must be completed in one semester to get one unit of high school credit.*

Prerequisites: None

Corequisites: None

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

### **MKT 220 Advertising and Sales Promotion**

Prerequisites: None

Corequisites: None

This course covers the elements of advertising and sales promotion in the business environment. Topics include advertising and sales promotion appeals, selection of media, use of advertising and sales promotion as a marketing tool, and means of testing effectiveness. Upon completion, students should be able to demonstrate an understanding of the concepts covered through application.

## **Business and Management** **649962**

### **BUS 110 Introduction to Business**

*\*Both courses must be completed in one semester to get one unit of high school credit.*

Prerequisites: None

Corequisites: None

This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

### **BUS 152 Human Relations**

Prerequisites: None

Corequisites: None

This course introduces the concepts of effective human interaction in the business work environment. Topics include effective communication techniques, motivation, ego states, stress, and conflict. Upon completion, students should be able to explain the importance of human relations, apply motivational techniques, and implement strategies for resolving work-related conflicts.

## **Honors Art and Humanities**

**5999T**

**\*\*AccuPlacer minimum score or SAT Verbal 450 required to place out of RED 090\*\***

### **MUS 210 History of Rock Music**

*\*Both courses must be completed in one semester to get one unit of high school credit.*

Prerequisites: None

Corequisites: None

This course is a survey of Rock music from the early 1950's to the present. Emphasis is placed on musical groups, soloists, and styles related to the evolution of this idiom and on related historical and social events. Upon completion, students should be able to identify specific styles and to explain the influence of selected performers within their respective eras. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (TAC-11/16/05)*

### **REL 110 World Religions**

Prerequisites: RED 090

Corequisites: None

This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

## **Honors Social Science**

### **GEO 111 World Regional Geography**

**4030T**

*\*Both courses must be completed in one semester to get one unit of high school credit.*

Prerequisites: None

Corequisites: None

This course introduces the regional concept which emphasizes the spatial association of people and their environment. Emphasis is placed on the physical, cultural, and economic systems that interact to produce the distinct regions of the earth. Upon completion, students should be able to describe variations in physical and cultural features of a region and demonstrate an understanding of their functional relationships. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

### **POL 110 Intro Political Science**

Prerequisites: None

Corequisites: None

This course introduces basic political concepts used by governments and addresses a wide range of political issues. Topics include political theory, ideologies, legitimacy, and sovereignty in democratic and non-democratic systems. Upon completion, students should be able to discuss a variety of issues inherent in all political systems and draw logical conclusions in evaluating these systems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

**Honors Expository Writing** 1025T

**\*\*AccuPlacer minimum score or SAT Verbal 450 required to place out of RED 090\*\* and ENG 090**

**ENG 111 Expository Writing**

*\*Both courses must be completed in one semester to get one unit of high school credit.*

Prerequisites: ENG 090 and RED 090

Corequisites: None

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well developed essays using standard written English. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

**ENG 112 Argument-Based Research**

Prerequisites: ENG 111

Corequisites: None

This course, the second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on analyzing data and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research format and style. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

**Keyboard Skill Building 1 Unit** 6499U

**OST 132 Keyboard Skill Building**

This course is designed to increase speed and improve accuracy in keyboarding. Emphasis is placed on diagnostic tests to identify accuracy and speed deficiencies followed by corrective drills. Upon completion, students should be able to keyboard rhythmically with greater accuracy and speed.

**Medical Office 1 Unit** 7399U

**OST 149 Med Legal Issues**

*\*Both courses must be completed in one semester to get one unit of high school credit.*

This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior.

**Records Management 1 Unit**

**OST 184 Records Management**

This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject,

and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.

**Medical Assisting** 7399U2

**MED 110 Orientation to Medical Assisting**

*\*Both courses must be completed in one semester to get one unit of high school credit.*

Prerequisites: None

Corequisites: None

This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting.

**NUT 110 Nutrition**

Prerequisites: None

Corequisites: None

This course covers basic principles of nutrition and their relationship to human health. Topics include meeting nutritional needs of healthy people, menu modification based on special dietary needs, food habits, and contemporary problems associated with food selection. Upon completion, students should be able to apply basic nutritional concepts as they relate to health and well-being.

**Honors Introduction to Computers 1 Unit** 6499T

**CIS 110 Introduction to Computers**

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics.*

**UNCG iSchool**

**Schedule of Courses 2009 – 2010**

**These courses earn 1 unit to high school credit and 3 hours credit for college**

**ATY 213 Cultural Anthropology (3 Credit Hours) 4070W**

What is wrong with the rest of the world that it doesn't think or act like we do? With as much as we share biologically with people everywhere in the world, it's astounding how many radically different cultures there are and how little we know about most of them. Explore the meaning of "being human" from the rainforests of the Amazon to the deserts of Central Asia, from great cities to humble villages – put your own cultural biases to the test as we examine the enormous diversity of our little planet.

**BCN 225 Masterpieces of Cinema (3 Credit Hours) 5999W**

Movies have influenced style, morality and public opinion from the earliest days of flickering black-and-white images up through today's digital blockbusters. Take a cinematic journey through the annals of film and examine the movies as an art form. Learn to deconstruct the components of a film and critically analyze the contributions of writers, directors and cinematographers as you view some of the most important films of all time. (MPAA Rating of PG-13 or lower)

**DCE 200 Dance Appreciation (3 Credit Hours) 5130W**

Dance is a form of self and cultural expression that has roots in every society from the most primitive to the most modern. It conveys every emotion from grief to joy and has given meaning and identity to peoples since the dawn of time. As with every art form, there are basic elements that need to be understood before we can truly appreciate dance for what it is and why it is. Movement and music are forever linked in most people's minds, but dance is also tied to many visual art forms as well. Experience dance as an observer and as a participant.

**ESS 220 Physical Fitness for Life (3 Credit Hours) 9017W**

Every time you open the newspaper or turn on the TV you read or hear about the latest health crisis in our society: obesity, heart disease, diabetes, you name it. The truth is that many health problems can be avoided or lessened by developing and committing to a physical fitness program that we can live with and enjoy (yes, enjoy) throughout our lifetimes. It's never too late to start. A healthier, happier life can be yours by starting today, and we'll show you how to begin planning your physical fitness program.

**MUS 100 Music Appreciation (3 Credit Hours) 5220W**

Music Appreciation is an exciting and unexpected journey through Western music. The tuneful town of Musicopolis is holding its annual music festival and you're invited. The town's eccentric and eclectic characters take you through the forms, eras and styles of Western music where you'll meet important composers and hear some of their major works. You don't need any musical training so come along, the festival is about to begin.

**PHI 121 Contemporary Moral Problems (3 Credit Hours) 4094W**

One of the quickest ways to find an argument is to pick an issue, any issue, and defend one side of it. As our society becomes more complicated, we frequently find our communities polarized by topics in today's newspaper. Last week's hot-button issue is quickly replaced by this week's. As active participants in society we feel compelled to weigh in on one side or the other, armed only with the tiniest bit of information. Where do you stand (or think you stand) on topics such as abortion, euthanasia, global warming, war, sexual mores, capital punishment and a host of others? There is always more to every story than meets the eye (or ear) and as responsible citizens we must learn more than we can get from thirty-second sound bites.

**PSC 100 American Politics (3 Credit Hours) 4999W**

Americans approach politics with a unique set of assumptions and values. What is it that sets Americans apart from the rest of the world? And how is this game of politics played? How do our formal and informal institutions interact with one another to create policy? Political Science 100 is a survey of American political culture, constitutional development, and the structure and functions of our national government and informal institutions, such as political parties. At the end of this course students will be able to explain the distinctive and unusual features of America's democracy, and the importance of the Constitution as a foundation for the system.

**PSC 105 Political Issues (3 Credit Hours) 4999WA**

Are you a Socialist, an Anarchist, or a Libertarian? Would you torture your fellow man? Experience political science like never before. Examine political ideologies and competing theories about freedom, justice and equality throughout history and around the world. Challenge your political opinions and rethink your responsibilities using introspective examinations of current global political issues including gay marriage, universal healthcare, torture, and terrorism. Using interactive multimedia case studies, logic trees, and a final comprehensive game, PSC 105 will capture your imagination, elevate your critical thinking skills and transform your ideological core. Defy yourself. Define yourself.

**PSY 121 General Psychology (3 Credit Hours) 4080W**

This course will survey the many subtopics that together comprise the modern science of psychology. We will begin by looking at how the science of psychology is conducted, then exploring such areas as the nervous system, perception, learning, conditioning, memory, language, thinking, problem-solving, motivation and emotion. The course concludes with a focus on social influences on thinking and behavior, and on the nature of psychological disorders and their treatment.

**SOC 101 Introduction to Sociology (3 Credit Hours) 4060W**

Peter Berger once claimed, "It can be said that the first wisdom of sociology is this – things are not what they seem." In other words, the sociological point of view is not part of our culture in the U.S. Most of us believe that human behavior, feeling, and thinking are psychological or individual in origin. Sociology, on the other hand, sees the influence of social factors on human behavior, emotion, and thought. The objective in this course is to see the world through social lenses.

**SOC 201 Social Problems (3 Credit Hours) 4061W**

A trouble, something that bothers us, affects us personally. An issue, something that bothers a group, community, or society, affects us socially. Troubles and issues are intricately connected. I'm overweight; it's a personal trouble. Fifty-eight percent of adult Americans are overweight; it's a social issue. This course examines social problems as both troubles and issues. As troubles, we look closely at how race, food, disease, income, alcohol, and other problems

modify and change our personal lives. As issues, we look at how these troubles are linked to broader social, cultural, and historical patterns.

\*UNCG iSchool course credit transfers anywhere UNCG credit is accepted. If you are unsure, we suggest contacting the institution to find out exactly how it will transfer. If a student chooses to attend UNCG, they retain the course grade along with credit hours.

## Johnston County Middle College High School

Johnston County Middle College High School, where our mission is to open doors of opportunity for students, is located on the Johnston Community College campus and offers a unique high school setting for the students of Johnston County. The partnership between Johnston County Schools and Johnston Community College allows students yet another opportunity for the completion of high school diploma requirements.

Unlike traditional high school, the Middle College does not offer extracurricular activities. Our focus is on completing the necessary high school core courses and sampling the vast course offerings of the community college. Students are dually enrolled in high school and college and earn college credits while in high school.

Students interested in attending the Middle College must complete an application. If selected from the application pool, students move to the next phase, which is an interview. Our admissions process prepares students for future interviews and opportunities.

For more information visit the school's website at <http://www.johnston.k12.nc.us/education/school/school.php?sectionid=657>. You may also call the Middle College at (919) 464-2303.

## Johnston County Early College Academy

Early College provides a creative program through a partnership between Johnston County Schools and Johnston Community College. Students attend the Early College Academy for five years on the campus of Johnston Community College: grades 9-13. Upon completion of the thirteenth year, students are awarded both a high school diploma and an associate degree or two years of college transfer credit toward a bachelor's degree. Students receive six years of education in five years. The program is tuition free. Transportation and lunches are provided by Johnston County Schools.

Eighth grade students residing in the Johnston County schools attendance area who have successfully completed all requirements for promotion to the ninth grade are eligible. To apply for admission, students must contact their middle school guidance counselor to get an application. They must complete

the application and submit two recommendations and have a personal interview.

Early College Academy students are encouraged to maintain their current involvement in community-based extracurricular activities since these students do not participate on sports teams at the traditional public schools.

## Introduction to the Occupational Course of Study

The occupational course of study is one of four courses of study a student with disabilities may complete to graduate with a High School diploma in North Carolina. The occupational course of study will be an appropriate alternative for selected students with disabilities for whom the other three courses of study (Career Prep, College Tech Prep and College/University) are inappropriate. Students will learn functional academic skills that will prepare them to live independently, maintain employment, and be active participants in the community. The following is a description of the occupational course of study:

- The occupational course of study is intended to meet the needs of a small group of students with disabilities who needed a greatly modified curriculum that focuses on post-school employment and independent living. The vast majority of students with disabilities will complete one of the other three courses of study with the use of accommodations, modifications, supplemental aids and services as needed. The occupational course of study is a modified standard course of study consisting of fifteen new courses in english, mathematics, science, occupational preparation and social studies. One of the social studies courses is designed to promote self-determination and problem solving.
- Students are required to complete career and technical education credits, healthful living, and electives as needed to complete local graduation requirements. For classification as a sophomore, a student in OCS must have completed with a passing grade OCC English I and 5 additional non-elective units. In addition, the student must have completed at least 75 hours of school-based training. For classification as a junior, a student in OCS must have completed with a passing grade OCC English I, OCC English II, and 10 additional non-elective units. In addition, the student must have completed at least 75 hours of school-based training and 240 hours of community-based training. For classification as a senior, a student in OCS must have completed with a passing grade OCC English I, OCC English II, and OCC English III and 14 additional non-elective units. In addition, the student must have completed at least 300 hours of school-based training and 50 hours of competitive employment.
- Each student must complete 300 hours of school-based vocational training, 240 hours of community-based vocational training and 360 hours of paid employment.
- Each student must complete a career portfolio documenting completion of course of study requirements. The career portfolio is the exit document for OCS students, and takes the place of the competency test

requirements. A Graduation Project has been created which should help students synthesize their experiences over the previous four years. Each senior will present his/her portfolio to a review team. They will rate the students on the presentation and on the contents of the portfolio.

- The IEP team, which includes parents and students, determines whether the occupational course of study is appropriate for a particular student based on his or her post-school transition needs and goals.
- Students are not required to pass an exit exam, the competency test or the computer skills test. However, each student must have specified in his or her IEP the computer or technology skills to be mastered.

### **Occupational Preparation I 1 unit 92400C**

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 occupational preparation courses.

### **Occupational Preparation II 2 units 92410C**

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. This 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.

### **Occupational Preparation III 2 units 92420C**

This course is designed to allow students to continue the development and begin the application of skills learned in occupational 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.

### **Occupational Preparation IV 1 unit 92430C**

This course gives students the opportunity to synthesize all the skills acquired in previous occupational 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.

### **Occupational English I 1 unit 92100C**

The curriculum includes inquiry in the following content areas: the writing process, reading comprehension strategies, appropriate language and conventions in various forms of communication, critical thinking in literature studies, and research methods.

### **Occupational English II 1 unit 92110C**

The curriculum includes inquiry in the following content areas: creating increasingly complex oral and written responses and presentations, utilizing various strategies to increase comprehension of various forms of communication, analyze various formats of texts, evaluation and comparison of world literature in relation to historical and current events, and research and presentation of products focusing on global issues.

### **Occupational English III 1 unit 92120C**

The curriculum includes inquiry in the following content areas: literacy and informational texts, communication skills in the workplace/educational/independent living settings, applying written and oral communication strategies in various domains, problem-solving skills, and evaluations informational texts.

### **Occupational English IV 1 unit 92130C**

The curriculum includes inquiry in the following content areas: applying information from various formats of information to adult-living activities, complete functional templates and forms as related to adult-living activities, and demonstrate an understanding of cause and effect on a given real life problems and use problem solving skills to develop appropriate solutions to situations.

### **Occupational Introduction to Mathematics 1 unit 92200C**

The curriculum includes inquiry in the following content areas: understanding and using rational numbers to solve problems, ratio, percent, and proportions, properties of two- and three dimensional figures, time and measurement, algebraic properties, patterns and relationships, and using graphic displays.

### **Occupational High School Math A 1 unit 92210C**

The curriculum includes inquiry in the following content areas: numbers and operations, algebraic functions, geometry, statistics and probability, and discrete math.

### **Occupational Financial Management 1 unit 92220C**

The curriculum includes inquiry in the following content areas: Personal financial planning and management, federal

and state income taxes, wages and compensation, and understanding of credit, insurance, and applying math skills to consumer spending.

**Occupational Mathematics I 1 unit 9220OC**

Occupational Mathematics I continues the study of:  
 a) computation: reading, writing, counting, and the mathematical skills using whole numbers, decimals, fractions, and percents; b) financial management: recognizing and identifying basic financial information; c) time and measurement; d) independent living; and e) technology. Students will acquire these skills through hands-on approaches and cooperative learning within the classroom and community. Application of these skills is necessary for independent living and successful employment.

**Occupational Mathematics II 1 unit 9221OC**

Occupational Mathematics II continues from occupational Mathematics I the study of computation and the application of these skills for independent living and successful employment. More emphasis is placed on application and problem solving in the areas of financial management, reading and interpreting schedules, time and measurement and independent living using technology, hands-on approaches and cooperative learning.

**Occupational Mathematics III 1 unit 9222OC**

Occupational Mathematics III emphasizes the application of skills previously learned. In this course, students demonstrate application of the skills in the community and places of employment.

**Life Skills Science I 1 unit 9231OC**

This course is designed to provide students with the knowledge necessary to practice safety in all areas of life and maintain a healthy lifestyle. Students will also receive instruction in the provision of first aid and accessing medical care. Students will have opportunities to apply skills in the area of healthy living and safety to various situations within the home, community, and workplace.

**Life Skills Science II 1 unit 9232OC**

Students will develop basic, functional knowledge of Science concepts in the areas of earth science, environmental science, and physical science. Students will also develop skills in the area of healthy relationships. Students will have the opportunity to apply the science-based concepts to daily living situations at home, in the community, and the workplace.

**Occupational Social Studies I 1 unit 9245OC**

This course is designed to provide the student with the basic economic, government, and political knowledge they need to become responsible citizens and consumers. It covers the historical background of the development of the United States, including the constitution and amendments, and the three branches of government, and major laws that effect citizens. The course also covers state and local government roles and jurisdictions, and issues of personal citizenship.

**Occupational Biology 1 unit 92310C**

The curriculum includes inquiry in the following content areas: the cell, biological evolution, inter-dependence of organisms, matter, energy, and organization in living systems, behavior of organisms, and the impact of human activities on the environment.

**Occupational Applied Science 1 unit 92320C**

The curriculum includes inquiry in the following content areas: structure and properties of matter, motion and forces, conservation of energy, matter and charge, usage and dangers of common chemicals, the basic needs and control systems of the human body, and the human influence on the environment.

**Occupational Social Studies II 1 unit 9246OC**

This course is designed to teach students skills related to self-determination essential for achieving independence and successful adult outcomes. The organization of the course will provide for opportunities to integrate previously learned skills with new concepts. Instructional emphasis will be placed on the application and generalization of self-determination skills to post-school environments.

<b>Occupational Course of Study Graduation Requirements</b>	
<b>English</b>	<b>4 credits</b> Occupational English I, II, III, iv
<b>Mathematics</b>	<b>3 credits</b> Occupational Mathematics I, II, III
<b>Science</b>	<b>2 credits</b> Life skills Science I, II
<b>Social Studies</b>	<b>2 credits</b> Social Studies I (Government/US History), Social Studies II (self-advocacy/ problem solving)
<b>Second language</b>	Not required
<b>Computer skills</b>	Computer proficiency as specified in IEP
<b>Health and PE</b>	<b>1 credit</b> Health/Physical Education
<b>Career/technical</b>	<b>4 credits</b> Career/Technical Education electives
<b>Arts education</b>	Recommend at least one credit in an arts discipline and/or requirement by local decision
<b>Electives or other requirements</b>	Elective credits/completion of IEP objectives/career portfolio required
<b>Occupational preparation</b>	<b>6 credits</b> Occupational Preparation I, II, III, IV (Occupational Prep II and III are both 2 credits)

# Life Skills Program

The high schools in Johnston County offer an environment to students in the life skills program which allows them to participate in a functional curriculum with the following characteristics: community-referenced, integrated, longitudinal, and community-based. Schools use a number of curricula to meet the needs of our students, including life centered career education, transition education, functional curriculum, and the basic computer curriculum. Students take the following courses:

<b>Functional Language Arts</b>	<b>00000B</b>
<b>9<sup>th</sup> grade 1 unit</b>	<b>00000BD</b>
<b>10<sup>th</sup> grade 1 unit</b>	<b>00000BA</b>
<b>11<sup>th</sup> grade 1 unit</b>	<b>00000BB</b>
<b>12<sup>th</sup> grade 1 unit</b>	<b>00000BC</b>

Functional academics provide the development of skills and understanding that enable students to interact with the environment independently to the extent of their Abilities. The language arts component encompasses reading, writing, and oral communication skills based on the student's individual needs as stated in the IEP.

<b>Functional Math</b>	<b>00000BE</b>
<b>9<sup>th</sup> grade 1 unit</b>	<b>00000BF</b>
<b>10<sup>th</sup> grade 1 unit</b>	<b>00000BG</b>
<b>11<sup>th</sup> grade 1 unit</b>	<b>00000BH</b>
<b>12<sup>th</sup> grade 1 unit</b>	<b>00000BI</b>

The math component includes the concepts of time, money, measurement, calendar, and basic math operations based on the individual student's needs as stated in the IEP.

<b>Vocational experience</b>	<b>00000BJ</b>
<b>9<sup>th</sup> grade 1 unit</b>	<b>00000BK</b>
<b>10<sup>th</sup> grade 1 unit</b>	<b>00000BL</b>
<b>11<sup>th</sup> grade 1 unit</b>	<b>00000BM</b>
<b>12<sup>th</sup> grade 1 unit</b>	<b>00000BN</b>

These courses are for students to develop entry-level job skills and competencies. They include student assessment, career exploration, and employability skill development. After students identify job interests and develop job-seeking skills, they may be placed at a paid or non-paid work site in the community.

<b>Functional Social Studies/Science</b>	<b>00000BO</b>
<b>9<sup>th</sup> grade 1 unit</b>	<b>00000BP</b>
<b>10<sup>th</sup> grade 1 unit</b>	<b>00000BQ</b>
<b>11<sup>th</sup> grade 1 unit</b>	<b>00000BR</b>
<b>12<sup>th</sup> grade 1 unit</b>	<b>00000BS</b>

This course is designed to assist students to develop a store of general knowledge of their world in the areas of social studies and science. Topics include plants, animals, weather, seasons, personal/social skills, health, first aid, map skills, and general information about North Carolina.

<b>Prevocational Skills</b>	<b>00000BT</b>
<b>9<sup>th</sup> grade 1 unit</b>	<b>00000BU</b>
<b>10<sup>th</sup> grade 1 unit</b>	<b>00000BV</b>
<b>11<sup>th</sup> grade 1 unit</b>	<b>00000BW</b>
<b>12<sup>th</sup> grade 1 unit</b>	<b>00000BX</b>

This course concentrates on acceptable work behaviors, positive attitudes and proper employee-employer relationships. A setting is provided that simulates the work activities of a factory, warehouse, or community business. Students are assisted in developing a sense of organization, dependability, speed, and quality production.

<b>Socialization Leisure Skills</b>	<b>00000BY</b>
<b>9<sup>th</sup> grade 1 unit</b>	<b>00000BZ</b>
<b>10<sup>th</sup> grade 1 unit</b>	<b>00000Ba</b>
<b>11<sup>th</sup> grade 1 unit</b>	<b>00000Bb</b>
<b>12<sup>th</sup> grade 1 unit</b>	<b>00000Bc</b>

The socialization curriculum concentrates on skills needed to keep a job, maintain friendships, and be a socially responsible citizen. The curriculum includes assuming the roles associated with the development of acceptable manners, recognition and respect for authority, development of self-responsibility, and appropriate expression of emotions. Activities are related to actual experiences. Concepts lead to the student's recognition of self as a valuable asset to society.

<b>Adapted Computers I 1 unit</b>	<b>00000Bd</b>
<b>Adapted Computers II 1 unit</b>	<b>00000Be</b>

These courses are designed to provide the student with basic knowledge of computers as business and personal tools through the use of computer software. Jobs in the computer field will be explored. The use of a computer as a source of leisure activities will also be incorporated.

# NOTES

**APPENDIX A**

**NORTH CAROLINA GRADUATION REQUIREMENTS  
WITH JOHNSTON COUNTY LOCAL REQUIREMENTS**

For Ninth Graders Entering Between 2000-2008-09				For Ninth Graders Entering in 2009-10 and Later
Content Area	Career Prep	Career Tech Prep	College/University Prep	Future-Ready Core
<b>English</b>	5 credits English I, II, III, IV and one other English	5 credits English I, II, III, IV and one other English	5 credits English I, II, III, IV and one other English	5 credits English I, II, III, IV and one other English
<b>Mathematics</b>	3 credits Including Algebra I	3 credits Alg I, Geometry, Alg II OR Alg I, Tech Math I & II	4 credits Alg I, Alg II, Geometry AND a higher level math with Alg II as a prerequisite	4 credits Alg I, Alg II, Geometry AND a higher level math course to be aligned with the student's after-high-school plans OR Integrated Math I, II, III AND a higher level math
<b>Science</b>	3 credits A physical science course, Biology & Earth/Environmental Science	3 credit A physical science course, Biology & Earth/Environmental Science	3 credits A physical science course, Biology & Earth/Environmental Science	3 credits A physical science course, Biology & Earth/Environmental Science
<b>Social Studies</b>	3 credits World History, Civics & Economics, US History	3 credits World History, Civics & Economics, US History	3 credits World History, Civics & Economics, US History	3 credits World History, Civics & Economics, US History
<b>Second Language</b>	Not required	Not required	2 credits	Not required for graduation, but 2 credits required for admission to the UNC System
<b>Health and PE</b>	1 credit	1 credit	1 credit	1 credit
<b>Electives</b>	7 credits	7 credits	9 credits	8 credits Two must be from one of the areas of Career and Technical Education OR Second Language, OR the Arts, unless the Elective Concentration Area is in one of these 3 areas.
<b>Additional Core electives***</b>	2 credits	2 credits	2 credits	N/A
<b>Elective Concentration Area</b>	N/A	N/A	N/A	4 credits** Students must elect to take four courses in one of the following areas: Humanities, STEM, Second Language, AP Community College, or University Level Courses, CTE, ROTC, Arts, Health & PE (see description below)
<b>Career and Technical</b>	4 credits in CTE Select courses appropriate for career pathway – must include a second level/advanced course OR	4 credits in CTE Select courses appropriate for career pathway – must include a second level/advanced course	Not Required	N/A
<b>Arts Education (Music, Visual, Dance, Theatre Arts, JROTC)</b>	4 credits in arts to include an advanced course OR JROTC to include an advanced course	Recommend at least one credit in an Arts discipline	Recommend at least one credit in an Arts discipline	N/A
<b>Other test requirements and/or demonstrations of proficiency</b>	Pass the 5 EOC's Complete the Graduation Project	Pass the 5 EOC's Complete the Graduation Project	Pass the 5 EOC's Complete the Graduation Project	Pass the 5 EOC's Complete the Graduation Project
<b>Total</b>	28 credits	28 credits	28 credits	28 credits

## APPENDIX B

### Possible High School Mathematics Sequences

The mathematics sequences listed below represent those most commonly followed by students in Johnston County Schools. There is flexibility to move from one sequence to another while maintaining program continuity. It is important that the student understand the NC Course of Study Mathematics requirements and their career path and follow prescribed sequences that guarantee completion of this pathway.

