2020-2021 Course Catalog

In compliance with Federal Law, Buncombe County Schools administers all education programs including its Career and Technical Education Programs, employment, activities and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age or disability.

Date of publication February 24, 2020 Version 2

This guide is current at the time of publication, but please be aware that policies and procedures may change and revisions may become necessary.
Buncombe County Schools continues to focus on bringing new and innovative practices and course offerings to our students. This document serves as an outstanding scheduling resource for high school students across all nine of the secondary schools within our system. The detailed descriptions of all required and elective courses are provided along with helpful guidelines and recommendations to support the best decisions possible as our students plan their futures both within and beyond our schools. Additional resource information includes the admissions criteria of the University of North Carolina Network; academic credit requirements for the North Carolina Academic Scholars Program; Advanced Placement opportunities; and opportunities for potential college credits through the Career and College Promise partnership with AB Tech.

Clearly within these pages are represented significant options toward enhancing our students’ ability to be successful within a globally competitive environment. Establishing a foundation of Balanced Literacy skills supported through coursework within the Arts, Health and Physical Education, Science, Technology and Math represents a recipe for that success. Connecting academic course work to future career options through the venue offered within the curriculum of Career Technical Education, likewise, can also make a significant contribution toward that success.

Good luck to each of you and on behalf of the numerous teachers, support personnel and administrators I wish you the very best and I look forward to seeing you at your graduation!
Buncombe County Schools is proud to offer students a variety of high school options. All of our high schools provide a variety of opportunities and guidance to help students excel both academically and socially. In addition to our six comprehensive high schools, four specialized high schools: Buncombe County Early College (BCEC), Buncombe County Middle College, Nesbitt Discovery Academy (NDA), and Community High School (CHS) offer students a program of study based on a concept or theme. Information about all of our high schools is included in this document for your convenience.

We hope this guide will help you navigate the high school registration process. Understanding course offerings, programs of study, graduation requirements, scheduling of courses and other important high school information is sometimes overwhelming, especially when making important decisions about career and college choices. Therefore, at any time during any phase of the process, if you have a question or concern, please feel free to contact someone at either the middle or high school and they will assist you or put you in touch with someone who can. This guide is current at the time of publication, but please be aware that policies and procedures may change and revisions may become necessary.

Buncombe County Schools is the 13th largest school system in the state. So while we are very proud to offer a wide variety of courses in our district, not all courses in our course guide are offered at each school. Several factors influence this such as the facility itself, number of teachers, licensure of teachers, and course enrollment. Each of our schools do offer a variety of courses allowing students to meet the North Carolina Graduation Requirements, preparing students for next steps after high school (whether that be entry into the workforce or into post-secondary education), while exploring individual interests. We encourage all students to use Naviance, a college and career ready platform that connects academic achievement to post-secondary goals.

You are encouraged to review this guide, visit our schools and choose courses carefully. Teachers, school counselors and advisors are also available to answer questions and provide guidance to help you make decisions about your academic program. This is always an exciting time and we are here to help alleviate any stress you may have about the process.

We want your future to be filled with unlimited opportunities and we encourage you to take advantage of all Buncombe County Schools has to offer to prepare you for a successful path to college and/or the world of work. Information about our system is available on the Buncombe County Schools website

https://www.buncombeschools.org/
PURPOSE: WHY WE ARE HERE

To provide safe and engaging learning environments that prepare students for their tomorrow.

DIRECTION: WHAT WE AIM TO DO

Our students will become successful, responsible citizens in an ever-changing global society.

BELIEFS: OUR CORE VALUES

Teaching the whole child

Personalizing instruction

Empowering world-class educators

Encouraging personal growth

Embracing diversity

Investing purposefully

Collaborating and communicating
# Table of Contents

**PURPOSE: WHY WE ARE HERE** | 4
---|---
**DIRECTION: WHAT WE AIM TO DO** | 4
**BELIEFS: OUR CORE VALUES** | 4
**Graduation Requirements** | 6
**High School Future Ready Graduation Planner (Class of 2016 and beyond)** | 8
**CTE Career Clusters/Pathways and Courses** | 11
**Academic Information** | 12
  - Policy for grading and calculating GPA | 12
  - Special Note about Advanced Placement Courses | 14
  - What If My School Doesn't Offer A Particular Course? | 14
**North Carolina Academic Scholars Program** | 15
**NCAA Eligibility Information** | 16
**Buncombe County Schools Course Offerings** | 17
  - English | 17
  - Mathematics | 19
  - Science | 22
  - Social Studies | 24
  - Health and Physical Education | 27
  - World Languages: Classic, Heritage, and Modern | 28
  - Arts Education | 30
  - Career and Technical Education | 37
  - JROTC | 48
  - English as a Second Language | 52
  - Future Ready Core- Occupational Course Study | 53
  - Additional Electives | 56
**Additional Learning Opportunities** | 58
  - Distance Learning/Online Courses | 58
    - North Carolina Virtual Public Schools (NCVPS) | 58
    - North Carolina School of Science and Math (NCSSM) | 58
  - Twilight School | 59
  - Mini-mester | 59
**AB Tech: Career & College Promise** | 60
**Buncombe County High Schools Contact Information** | 66
Graduation Requirements

Review the chart below. Make sure you fully understand the requirements needed to earn your high school diploma. Check with your high school to see what courses are offered at your school.

Future Ready Core - High School Graduation Requirements for Ninth Graders Entering in 2012-13 and Later

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credits required</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong> (North Carolina State Requirement)</td>
<td>4 Credits required</td>
<td>English I, II, III, IV</td>
</tr>
<tr>
<td><strong>Mathematics</strong> (North Carolina State Requirement)</td>
<td>4 Credits required</td>
<td>NC Mathematics I, II, III plus 4th math Course aligned with the student’s post high school plans</td>
</tr>
<tr>
<td><strong>Science</strong> (North Carolina State Requirement)</td>
<td>3 Credits required</td>
<td>A physical science course, Biology, Earth/Environmental Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong> (North Carolina State Requirement)</td>
<td>4 Credits required</td>
<td>Entering 9th Grade in 2019-2020: World History, American History I, American History II, American History: The Founding Principles, Civics and Economics Entering 9th Grade in 2020-2021: World History: Issues and Patterns, Founding Principles of the USA and NC: Civic Literacy, American History, Economics and Personal Finance (A student who takes AP US History must take the honors research course that is connected to the AP course to satisfy the graduation requirement.)</td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong> (North Carolina State Requirement)</td>
<td>1 Credit required</td>
<td>9th Grade Health and PE and Compression Only CPR (This is usually completed in middle school but if not please see your counselor for more information)</td>
</tr>
<tr>
<td><strong>Electives</strong> (North Carolina State Requirement)</td>
<td>12 Credits required</td>
<td>2 elective credits in any combination of the following: * Career and Technical Education (CTE) * Arts Education * World Languages Students are expected to complete an elective credit concentration from one of the following: * Career and Technical Education (CTE) * JROTC * Arts Education (e.g. Dance, Music, Theater Arts, Visual Arts) * Social Studies * Science * Mathematics * English * World Languages * Health/ Physical Education Students are expected to complete 6 additional electives that meet college admissions requirements and/or that are of interest to the student.</td>
</tr>
<tr>
<td><strong>World Languages</strong></td>
<td>Not required for high school graduation. A two-credit world language minimum is required for admission to the UNC system and many other universities.</td>
<td></td>
</tr>
<tr>
<td><strong>Graduation Project</strong></td>
<td>Successfully complete the BCS Graduation Project</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>28 Credits</td>
<td></td>
</tr>
</tbody>
</table>

For students who entered before 2012-2013, please see your counselor for your requirements.
Students in North Carolina public schools may receive one or more endorsements on their high school diploma. These endorsements indicate that students have completed specific course concentrations preparing them to be ready for college or careers. The five endorsements are:

- Career Endorsement indicating completion of a rigorous course of study that includes a Career Technical Education concentration;
- College Endorsement indicating readiness for entry into community colleges;
- College/UNC Endorsement indicating readiness for entry into a four-year university in the University of North Carolina system;
- NC Academic Scholars Endorsement indicates that students have completed a balanced and academically rigorous high school program preparing them for post-secondary education.
- Global Languages Endorsement indicates proficiency in one or more languages in addition to English.

**Future-Ready Occupational; Course of Study Requirements**

*A four-year course of study determined by the student’s IEP team.*

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>English I, II, III, IV</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introduction to Mathematics, Math I, Financial Management</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Applied Science, Biology</td>
</tr>
<tr>
<td><strong>Social Studies/History</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>American History: The Founding Principles, Civics and Economics, American History I OR American History II</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Health/Physical Education</td>
</tr>
<tr>
<td><strong>Career and Technical Education</strong></td>
<td>2 or 3</td>
</tr>
<tr>
<td></td>
<td>(depending on the pathway requirements) CTE credits to be selected from general registration courses available at student’s school</td>
</tr>
<tr>
<td><strong>Occupational Preparation</strong></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>OCS Preparation I, II, III, IV (Levels II and III are two credits each)</td>
</tr>
<tr>
<td></td>
<td>This also includes:</td>
</tr>
<tr>
<td></td>
<td>For students entering 9th grade in 2013-14 or earlier, completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.</td>
</tr>
<tr>
<td></td>
<td>For students entering 9th grade in 2014-15 or later, completion of 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment.</td>
</tr>
</tbody>
</table>
High School Future Ready Graduation Planner *(Class of 2016 and beyond)*

Complete **Part ONE and Part TWO** of the course credit chart below for planning or for tracking your progress towards graduation.

Talk to your school counselor and/or teachers if you need help understanding graduation requirements. You may want to use this sheet as you track your progress towards graduation.

Your Name: _________________________________________________

Area of Concentration: _________________________________

Post-Secondary Goal: _________________________________

---

### Course Requirements for Graduation

**Part ONE: State Requirements**

Core Academics- 16 credits are required from NC core graduation requirements

Elective Credits - 12 credits are required

<table>
<thead>
<tr>
<th>English</th>
<th>Date Completed</th>
<th>Counselor/Advisor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English II (NC required EOC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English IV</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math</th>
<th>Date Completed</th>
<th>Counselor/Advisor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 1 (NC required EOC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th Math Credit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>Date Completed</th>
<th>Counselor/Advisor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth and Environmental</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology (NC required EOC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Physical Science Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Date Completed</th>
<th>Counselor/Advisor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>World History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civics and Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American History I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American History II</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health and Physical Education</th>
<th>Date Completed</th>
<th>Counselor/Advisor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Total 28 Credits

---

### 6 Electives

6 Elective credits/completion of IEP Objectives/Career Portfolio required
**Part TWO: Local Requirements/Concentration Options**

- Elective Requirements - Minimum of 12 elective credits required.
- Students must choose ONE concentration area. (For complete CTE information see the CTE Career Clusters/Pathways and Courses section in this document.)
- *Students may use either one or two of the required elective credits to help satisfy their concentration requirement in either CTE, Second Language, or Arts

<table>
<thead>
<tr>
<th>*Career and Technical Education</th>
<th>Date Completed</th>
<th>Counselor/Advisor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 or 3 credits within one career cluster. At least one credit must be in an advanced or second level course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>*World Language</th>
<th>Date Completed</th>
<th>Counselor/Advisor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 credits within an established Second Language sequence (Examples: Spanish, Latin, Chinese) A combination of two or more Second Language may be used. At least one credit must be in an advanced or second level course. Postsecondary goals and college entrance requirements should be considered when identifying courses to complete this concentration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other - Credit Earned:</th>
<th>Date Completed</th>
<th>Counselor/Advisor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Academic Support, ESL, PEP Tutor 1 &amp; 2, dual enrollment, virtual learning, etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>*Arts</th>
<th>Date Completed</th>
<th>Counselor/Advisor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 credits in an established Arts program area sequence (ex. chorus, instrumental music, theater, visual arts, dance) A combination of 4 credits within two or more Arts disciplines may be appropriate depending upon student interest and/or postsecondary goals. At least one credit must be in an advanced or second level course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROTC</th>
<th>Date Completed</th>
<th>Counselor/Advisor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 credits within a ROTC sequence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Date Completed</th>
<th>Counselor/Advisor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 credits in Physical Education in addition to the one credit Health and PE course required for graduation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Academic Core

May choose Math/Science/English Language Arts/Social Studies. (2 credits beyond minimum graduation requirements.)

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Counselor/Advisor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Decide Which Course Level is Right for You

Courses can be offered at Standard, Honors, or Advanced Placement levels. You should choose the level that is the most appropriate for you. Discuss this with your parents/guardians, and your school counselor/teachers/advisors. Ask someone to talk about the course expectations at the various levels. Remember, we want what is best for you and your success means a great deal to us. Please make sure this is a decision that you feel good about!

School Registration Process Reminders

Meet with your school counselor to discuss how your course selections can best help you progress towards graduation and meet your goals for postsecondary education. Complete your school’s registration process and return any forms or register online by any date the school sets. This established date is set because the school needs to finalize registration. Be sure that you request the courses you really want to take! Schools plan their master schedules based on their students’ requests; therefore, it is unlikely you will be able to make changes to your schedule after the school year begins. If some courses do not have enough students sign-up for them, they will not be offered.

Make sure to review your course selections and final schedule to make sure it includes the required courses you need for graduation, the correct levels of each course, and the electives you requested. If you need to change anything, be sure to do so when your school announces the schedules for changes. Following all timelines will help ensure a smooth registration process. Once the registration process ends in the spring, schedule change requests will most likely not be granted.

Scheduling is one of the most complex tasks a school staff does. Please be patient with everyone involved and know that everyone wants what is best for students. It is our goal that students are able to graduate college and career ready and prepared for their next steps. Buncombe County Schools is proud of our graduates and their accomplishments and considers it a privilege to help shape and mold students’ lives.
CTE Career Clusters/Pathways and Courses
note: Level 1 courses are always a great place to start

To earn a CTE Concentration for graduation:
  ● Must take at least 2 credits from one cluster/pathway (Some clusters require a 3 course concentration)
  ● One credit must be a completer course*

Students may also choose a Concentration Area to complete NC Graduation Requirements. For more information on these options, please see your grade level counselor.

  ● Physical Education (4 credits - 1 being advanced)
  ● Fine Arts (4 credits - 1 being advanced)
  ● ROTC (4 credits - 1 being advanced)
  ● Foreign Language (4 credits - 1 being advanced)
  ● ESL (4 credits including Developing and Expanding)
  ● ACADEMIC (2 credits beyond regular graduation requirements)
Policy for grading and calculating GPA
The following excerpt is taken from the NC State Board of Education Policy Manual as the policy for grading and calculating GPA changed in January of 2015. This is provided to help everyone understand the new policy. As always, if you have any questions, please see any school official and he/she will be happy to help explain the new policy. It is important to note that for the students who entered 9th grade before the 2015-16 school year, will continue to fall under the old policy.

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

High school transcript standards

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Title</td>
<td>High school transcript standards</td>
</tr>
<tr>
<td>Policy Category</td>
<td>Graduation Requirements and Related Policies (GRAD)</td>
</tr>
<tr>
<td>Policy ID</td>
<td>GRAD-009</td>
</tr>
<tr>
<td>Policy Date</td>
<td>2017-06-01</td>
</tr>
<tr>
<td></td>
<td>06/04/2009, 10/01/2009, 08/07/2014, 10/02/2014, 10/08/2015</td>
</tr>
<tr>
<td>Statutory Reference</td>
<td>GS 116-11(10a)</td>
</tr>
<tr>
<td>Formerly GCS-L-004</td>
<td></td>
</tr>
</tbody>
</table>

1. The Department of Public Instruction shall maintain a transcript system, and the local school administrative units shall use that system to produce standardized transcripts in an automated format. The standardized transcript shall include:
   . grade point average (GPA),
   . class rank,
   . end-of-course test scores, and
   . uniform course information including course code, course name, credits earned toward graduation, and credits earned for admission to an institution of higher education.

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

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

3.1. Academic course levels and associated weights are defined as follows:

3.1.1. Standard courses – Course content, pace and academic rigor follow standards specified by the North Carolina Standard Course of Study (NCSCoS). Standard courses provide credit toward a high school diploma and require the end-of-course test for those courses identified as such in the NC accountability program. Quality points for the GPA calculation are assigned according to the standard 4.0 scale and receive no additional quality points.

3.1.2. Honors courses - Course content, pace and academic rigor place high expectations on the student, demanding greater independence and responsibility. Such courses are more challenging than standard level courses and are distinguished by a difference in the depth and scope of work required to address the NCSCoS. These courses provide credit toward a high school...
diploma and require the end-of-course test for those courses identified as such in the NC accountability program. An honors review process shall be followed, as outlined in the latest edition of the *North Carolina Honors Course Implementation Guide*.

3.1.3. Advanced Courses, Advanced Placement/International Baccalaureate/Cambridge International Examination (AP/IB/CIE) courses - Course content, pace and academic rigor are considered college-level as determined by NC’s Institutions of Higher Education and are designed and overseen by the College Board (AP), the International Baccalaureate (IB) program, or Cambridge Assessment. These courses are designed to enable students to earn high scores on the AP, IB, or CIE test, potentially leading to college credit. These courses provide credit toward a high school diploma and require an EOC in cases where the AP/IB/CIE course is the first course taken by a student in a subject where an EOC is required by the NC accountability program. The state weighting system awards the equivalent of two (2) quality points to the grade earned in an AP/IB/CIE course. Effective with the freshman class of 2015-16, the weight for AP/IB/CIE courses shall be one (1) quality point.

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

4. Courses eligible for weights include higher-level high school courses that fall into one of the following categories:

4.1. Honors sections of standard-level academic courses, including NC Virtual Public School courses and other online courses, that are in accordance with the philosophy, rubric, procedures, guidelines, and standards for curriculum, instruction, and assessment as described in the *North Carolina Honors Course Implementation Guide*. Such courses are assigned additional quality points in accordance with section 3.1.2 above; it is not necessary to offer a standard level of a course to offer an honors level.

4.2. Pre-calculus, non-AP/IB calculus, mathematics courses beyond the level of calculus, and world language courses beyond the second-year level are considered inherently advanced and are assigned Honors-level weighting in accordance with section 3.1.2 above.

4.3. Arts education courses meeting the standards for proficient and advanced dance, music, theatre arts, and visual arts are assigned Honors-level weighting in accordance with section 3.1.2 above.

4.4. Project Lead the Way courses approved for college credit are assigned college-level weighting in accordance with section 3.1.4 above.

High schools shall use one grading scale. The conversion of grades to quality points is standardized. Implicit is a conversion of percentage grades to letter grades according to the following widely used scale and effective for all high school students in 2015-2016: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; < 59 = F. Grades and the corresponding number of quality points are shown below.

**Standard scale — Numeric Grades with a letter grade legend.**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>4.0</td>
</tr>
<tr>
<td>80-89</td>
<td>3.0</td>
</tr>
<tr>
<td>70-79</td>
<td>2.0</td>
</tr>
<tr>
<td>60-69</td>
<td>1.0</td>
</tr>
<tr>
<td>&lt; 59</td>
<td>0.0</td>
</tr>
<tr>
<td>WF</td>
<td>0.0</td>
</tr>
<tr>
<td>FF</td>
<td>0.0</td>
</tr>
<tr>
<td>WP</td>
<td>0.0</td>
</tr>
<tr>
<td>INC</td>
<td>0.0</td>
</tr>
<tr>
<td>AUD</td>
<td>0.0</td>
</tr>
<tr>
<td>P</td>
<td>0.0</td>
</tr>
</tbody>
</table>

6. In accordance with GS 116-11 (10a), each student’s official class rank shall be listed on the standardized transcript.

6.1. The official class rank shall be calculated using the weighted grade point average in which quality points are provided for passing grades in standard, Honors, AP/IB/CIE, and college-level courses according to the weighting system defined in sections 3 and 4 above.

6.2. Local education agencies may re-calculate class rank for local purposes such as determination of valedictorian, salutatorian, and other graduation honors. Such re-calculations may be used for local purposes only, and the official class rank provided on the standardized transcript shall not be altered.
Special Note about Advanced Placement Courses

Advanced Placement (AP) courses are designed to meet the College Board's rigorous standards for an Advanced Placement class and be the equivalent of a college level course for which students may, depending on the AP Exam score, receive college credit. Extensive course guidelines are provided by the College Board, and teachers are required to maintain current AP authorization. *Students are expected to take the AP Exam. Schools will provide information about the costs of the exams. If fees are applicable, fee reductions and assistance are available through College Board, state and local funds. In addition, students with a 504, IEP, or medical plan must work with their school counselor to apply for testing accommodations. They are not automatically granted for AP, ACT, SAT, PSAT, or Pre-ACT tests. See your school counselor with testing and financial concerns.*

What If My School Doesn't Offer A Particular Course?

Not all courses listed in this Common Course Guide are offered at all schools. Check your school's registration team to see the courses and special programs offered at your school. *Enrollment during registration determines whether or not courses will be scheduled- this includes Honors and AP.*
The University of North Carolina minimum admission requirements address three areas: high school courses, high school GPA, and test scores.

High School Courses

- **Four credits in English**
- **Four credits in Math, including a mathematics course that has Math III as a prerequisite**
- **A life science course such as Biology**
- **A physical science: Physical Science, Chemistry, or Physics**
- **At least one science that is considered a laboratory course**
- **Two credits of the same World Language**
- **Two credits of Social Studies, including 1 US History**

High School GPA - 2.5 cumulative weighted GPA

Test Scores - ACT Composite of 17 or SAT score of 880

Students should also talk to their school counselors about creating a resume of extracurricular activities, taking national tests such as the ACT or SAT, writing a compelling personal statement, and seeking appropriate recommendations from school personnel such as teachers or school counselors.

Entrance requirements vary among colleges and universities. Students who wish to attend private colleges or universities or out-of-state universities should be sure they understand entrance requirements specific to the college/university of their choice.

North Carolina Academic Scholars Program

History
In March 1983, the State Board of Education approved the North Carolina Scholars Program to begin with the 1983-1984 school year. Revisions were made to the program again in March 1990 and August 2002 to make it more consistent with graduation requirements and to promote rigorous academic study. In July 2009, the State Board of Education revised the Academic Scholars Program requirements to bring them into alignment with Future Ready Core graduation requirements and incorporate options for innovative high schools. These requirements are in effect for students who enter the ninth grade for the first time in or after 2009-2010. Students who complete the requirements for an academically challenging high school program will be named North Carolina Academic Scholars and receive special recognition. [NC Academic Scholars](https://www.dpi.nc.gov/districts-schools/high-school-graduation-requirements/high-school-diploma-endorsements#nc-academic-scholars-endorsement)

Recognition

The students who qualify for this special recognition

- will be designated by the State Board of Education as North Carolina Academic Scholars.
- will receive a seal of recognition attached to their diplomas.
- may receive special recognition at graduation exercises and other community events.
- may be considered for scholarships from the local and state business/industrial community.
- may use this special recognition in applying to post-secondary institutions. (Candidates are identified by the end of grade 11 and their candidacy can be included in application forms and/or transcripts sent to these institutions.)

For more information visit the NCDPI website: [https://www.dpi.nc.gov/districts-schools/high-school-graduation-requirements/high-school-diploma-endorsements#nc-academic-scholars-endorsement](https://www.dpi.nc.gov/districts-schools/high-school-graduation-requirements/high-school-diploma-endorsements#nc-academic-scholars-endorsement)
NCAA Eligibility Information
National Collegiate Athletic Association
If you plan to play sports at the college level, you will need to review the following information and complete the National Collegiate Athletic Association application online.

Please refer to page 21 and 25 for helpful worksheets.

NAIA
National Association of Intercollegiate Athletics
PlayNAIA.org helps future student-athletes discover and connect with NAIA schools, coaches and athletic scholarships. PlayNAIA is also the official clearinghouse for NAIA eligibility. Every student-athlete must register with the NAIA Eligibility Center to play sports at an NAIA college or university. 250 Colleges in 21 conferences are affiliated with the NAIA.
https://www.naia.org/landing/index
Eligibility information:  https://play.mynaia.org/
Buncombe County Schools Course Offerings

<table>
<thead>
<tr>
<th>English</th>
</tr>
</thead>
</table>
| - Students earn 1 unit of credit for English I, II, III, and IV.  
- All courses use the NC State Standards for English.  
- Honors courses require students to master more rigorous and complex material and skills at a faster pace.  
- Advanced Placement courses require students to master college level material, skills, and pacing. Students are expected to take the AP exam. AP courses are weighted plus one in the calculation of GPA. |

**Required English Courses**

**English I & Honors English I**  
**Prerequisite: None**  
English I students will study literature, informational texts, poetry, drama, biographical works, historical documents, and art from all genres to gain knowledge of culture, current events and themselves. They will gain the reading and writing skills necessary to write, analyze and evaluate detailed arguments. By the end of English I, students will read and understand increasingly complex texts at the upper end of ninth grade reading range.

**English II & Honors English II**  
**Prerequisite: English I**  
English II students will study literature, informational texts, poetry, drama, biographical works, historical documents, and art from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East to come to a better understanding of world cultures, contemporary issues, and their world. They will fine tune the reading and writing skills necessary to write, analyze and evaluate detailed arguments. By the end of English II, students will read and understand increasingly complex texts at the upper end of the tenth grade reading range. Students are required to take the North Carolina English II End of Course Exam.

**English III & Honors English III**  
**Prerequisite: English II**  
English III students will study literature, historical documents, informational texts, poetry, drama, biographical works, and art from the United States to gain a better understanding of the U.S. in terms of history, literature and culture. They will develop the complex literacy skills necessary to compile information from sources into a meaningful and well written original text. By the end of English III, students are expected to read and understand increasingly complex texts at the high end of the 11th grade reading range.

**Advanced Placement English Language and Composition**  
**Prerequisite: English II**  
This intensive, college-level course emphasizes the rhetorical structures of effective writing. Students study American Literature and its relationship to the historical and cultural trends of American society. An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement.

**English IV & Honors English IV**  
**Prerequisite: English III**  
English IV students will study literature, historical documents, informational texts, poetry, drama, biographical works, historical documents, and art from Great Britain and Europe to better gain a basic understanding of the influence of Europe’s history on world literature and culture. They will master the complex literacy skills necessary to gather and evaluate information into various kinds of original writing. By the end of English IV, students are expected to read and understand increasingly complex texts at the upper end of the twelfth grade reading range.
Advanced Placement English Literature and Composition

**Prerequisite: English III**
This intensive, college-level course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

**English Elective Courses**

**Debate Honors**
**Prerequisite:** English I
This course expands on public speaking learned in English I-IV classes including logic, reasoning, researching, argumentation, questioning, and rebuttal skills. Speech and debate activities focus on four foundations of literacy: reading, writing, speaking, and listening. Utilizing these skills inside and outside of the classroom teaches students the value of critical thinking, the ability to clearly articulate thoughts and ideas, how to answer questions logically with clarity, and how to think and respond quickly. Additionally, students develop interpersonal skills such as conflict resolution, assertiveness, and listening to peers. These important life skills empower students to become engaged citizens, skilled professionals, and informed citizens. Students will write, defend, and edit their cases, participate in state and national tournaments, and complete portfolios. Students will choose one debate event (Congress, Public Forum, or Lincoln-Douglas) and one speech event (extemporaneous speaking, original oratory, expository speaking, dramatic interpretation, humorous interpretation, duo interpretation, impromptu speaking, or program oral interpretation) as the core of their speech and debate studies.

**Literature and Environment**
In Literature and the Environment, students study nature writing from different time periods, perspectives, and genres. Students also create written products representative of various nature writing forms, analyze historical and contemporary environmental conflicts, and examine approaches to land use and resource management. The emphasis on experiential learning offers a unique departure from the format of traditional literature classes. Outdoor activities are frequent. **Literature**- Class readings will draw from the broad spectrum of literature classified as nature writing. Students can expect to encounter works ranging from field guides to literary fiction to accounts of local environmental significance to autobiographical tales of survival in the wilderness. **Activities:** A basic principle of the course is that in order to further their understanding of the outdoors, students actually need to spend time outdoors. Nearly 50% of class time is devoted to experiential activities. Previous classes have included: field trips, guest speakers, map literacy and land navigation, field guide use, campus environmental service projects and outdoor observational and reflective activities. **Levels:** Students will have the option to take Literature and the Environment for honors credit. Though standard and honors sections will be taught concurrently, honors students can expect more rigorous coursework both in terms of volume and sophistication.

**Creative Writing**
This Language Arts elective is for any student in any grade seeking to better his or her communication skills. The course is composed of four and a half week units on writing poetry, fiction, creative nonfiction and scripts for stage and screen. Grades are based mainly on the student's creative work on daily and weekly written assignments plus group and unit projects. There is also a local final exam.
Mathematics

- Students earn 1 unit of credit for each successfully completed course.
- All courses use the NC State Standards for Mathematics.
- Honors courses require students to demonstrate rigor, manage greater complexity, and apply mathematics concepts more deeply.
- Advanced Placement courses are equivalent to college level courses. Students are expected to take the AP exams.

With the State Standards for Mathematics, high school learners can anticipate a rigorous curriculum which will adequately prepare them for further study and application of mathematics as they pursue college and various career options. Students can also expect a deliberate focus on the mathematical practices to facilitate their learning of this rigorous content:

- To make sense of problems and persevere in solving them
- To reason abstractly and quantitatively
- To construct viable arguments and critique the reasoning of others
- To model with mathematics
- To use appropriate tools strategically
- To attend to precision
- To look for and make use of structure
- To look for and express regularity in repeated reasoning

These mathematical practices are applied throughout each course, and with the content standards of that course, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Foundations of NC Math 1

Prerequisite: None. (This course is not available to students who have passed Math 1)
Foundation of Math 1 is designed for students who need additional preparation either before entering Math 1 or simultaneously with Math 1. It provides students a survey of preparatory topics for high school mathematics. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment.

NC Math 1/ NC Math 1 Honors
NC Math 1 is the first high school mathematics course. This course addresses standards of functions, algebra, numbers and quantities, geometry and statistics. Students formalize and deepen their understanding of linear functions and develop new understandings of exponential and quadratic functions. Each of the identified functions is studied as family in of itself and is also compared and contrast to other function families of this course. Students study univariate data trends and use formal statistical measures to compare and contrast data sets. Additionally, students look at trends in bivariate data and summarize, represent and interpret models that exhibit linear and exponential trends. Students connect geometry and algebra through a focus on coordinate geometry in Math 1. The NC End of Course Exam for NC Math 1 is required of all students enrolled in NC Math 1.

NC Math 2/ NC Math 2 Honors
Prerequisite: Math 1/Math 1 Honors
NC Math 2 is the second course of a three course sequence in high school mathematics. In NC Math 2 students continue to add to their repertoire of function families by deepening function families from new courses and adding new families to their toolkit. Radical and rational functions are new to this course. Along with new function families, NC Math 2 students are expected to increase their sophistication with algebra skills. Students are asked to look at both equations and inequalities in two variables within the course appropriate function families and required to analyze, interpret, generate and/or manipulate multiple representations of functions. The geometry component of NC Math 2 is focused on similarity and congruence concepts and under this umbrella students define and solve problems using trigonometric ratios. Additionally, students use transformations to prove and justify similarity and congruences in coordinate and plane figures. Students are also expected to generate formal arguments for geometrical claims regarding triangles and parallel lines. The link between probability and data is explored through independence, conditional probability and compound probability including their use in making models and evaluating decisions.
NC Math 3/NC Math 3 Honors  
**Prerequisite:** Math II/Math II Honors  
NC Math 3 is the third course in the three course sequence for high school mathematics in North Carolina. In NC Math 3 students continue to add to their repertoire of function families by exploring and applying understandings of the much broader topic of polynomial functions. NC Math 3 students are expected to continue increasing their sophistication with algebra skills and are required to analyze, interpret, generate and/or manipulate multiple representations of many function types. New function families introduced and explored in NC Math 3 include simple trigonometric, piecewise, and logarithmic. Geometrical argumentation and proof is expected of NC Math 3 students as students prove theorems of circles and quadrilaterals. Connecting geometry and algebra to solve and justify solutions to geometrical modeling problems is a requirement for Math 3. Students also learn about statistical processes to make inferences and justify conclusions from sample surveys, experiments and observational studies. The NC End of Course Exam is required of all students enrolled in NC Math 3.

NC Math 4/NC Math 4 Honors  
**Prerequisite:** Math III/Math III Honors  
Math 4 is a fourth level math class that meets minimum admissions requirements for the UNC System. In Math 4 students continue to refine functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.

Pre-Calculus Honors  
**Prerequisite:** Math III/Math III Honors  
PreCalculus is an honors-only course that build upon the study of algebra, functions, and trigonometry experienced in previous high school mathematics courses. This course will build on students’ algebraic skills and understanding of functions to delve into real world phenomena and to deepen understanding of the functions in the course. This course is designed for students pursuing careers in STEM-related fields. Students will be prepared for Calculus, AP Calculus and any entry-level college course.

CCRG Mathematics  
CCRG Mathematics is a fourth math credit bearing course but it is not a 4th level mathematics course. As such, this class does not meet the minimum admissions requirement for the UNC System. In CCRG Math students will have access to the entire scope and sequence of the RISE system used at all NC Community College campus. Upon successful completion of each of three tiers students will receive credit for development course(s) work at any NC Community College. This course is appropriate for students who want to attend a community college following high school and have not scored a 22 or higher on the ACT math subscore.

Advanced Placement Calculus AB  
**Prerequisite:** Pre-Calculus Honors/Math IV Honors  
This course explores the key concepts, methods, and applications of single-variable calculus including functions, graphs, and limits, derivatives, integrals, and the Fundamental Theorem of Calculus. Students will become familiar with concepts, results, and problems expressed in multiple ways including graphically, numerically, analytically, and verbally. Technology will be used to help solve problems, experiment, interpret results, and support conclusions.

Advanced Placement Calculus BC  
**Prerequisite:** Pre-Calculus Honors/Math IV Honors  
This course explores the key concepts, methods, and applications of single-variable calculus including all topics covered in AP Calculus AB (functions, graphs, and limits, derivatives, integrals, and the Fundamental Theorem of Calculus) as well as additional topics in differential and integral calculus, such as parametric, polar and vector functions, and series.

Advanced Placement Statistics  
**Prerequisite:** NC Math 3 Honors  
AP Statistics introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will observe patterns and departure from patterns, decide what and how to measure, produce models using probability and simulation, and confirm models. Appropriate technology, from manipulatives to calculators and applications software, will be used regularly for instruction and assessment.
Advanced Placement Computer Science

Prerequisite: Demonstration of computer competencies
This is an intense course in computer programming that requires reading and writing actual code in Java. This course is intended to serve both as an introductory course for computer science majors and as a course for students who will major in other disciplines that require significant involvement with technology. Topics include programming methodology, basic language (Java) features and interacting objects, data structures and algorithms, as well as the ethical and social implications of computer use.

Java I Honors
Students will further their understanding of the Java programming language. Emphasis will be placed on 1D Arrays, 2D Arrays, Searching, Sorting, Array Lists, Inheritance, Recursion, and ethics. The course draws heavily upon theory, formal logic, abstract data structures, and a conceptual understanding of algorithms. Students will gain significant experience applying the concepts to tackle a wide range of problems as they design data structures and develop algorithms. Students will integrate ideas, test hypotheses, and explore alternative approaches. This course can be taken as a stand-alone course or paired with AP Computer Science.

AP Computer Science Principles

Recommended Prerequisite: Math I
The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.
Science

• Students earn 1 unit of credit for each successfully completed course.
• All courses use the NC Standard Course of Study.
• Honors courses require students to demonstrate greater rigor, manage greater complexity, and move at a faster pace.
• Advanced Placement courses are equivalent to college freshman courses and include an exam prescribed by the College Board.

Required Science Courses

Earth-Environmental Science/Honors Earth-Environmental Science

Prerequisite: None

This course investigates the four main branches of earth science: geology, meteorology, astronomy, and oceanography. Students learn about the interrelationships among living organisms and their physical environment through laboratory activities. Students study how people impact their environment and how their environment influences them.

Biology I/Honors Biology I

Prerequisite: None

Students survey the history and development of biology including an introduction to biochemistry, cellular biology, physiology, genetics, organisms, and life processes. In addition to reading, students will engage in laboratory activities to develop process and problem solving skills. Students are required to take the NC Biology End of Course Exam.

Physical Science

Prerequisite: Students should have successfully completed or be concurrently enrolled in Math 1

(Chemistry and Physics also meet the state physical science requirement.)

This course is a quantitative study of matter and energy and their interactions. Topics include mechanics, optics, heat, electricity, magnetism, sound, and radiation, as well as a study of the chemical structure and composition of matter. Students will be responsible for conducting laboratory activities and will need to be able to use mathematical formulas and equations to solve problems.

Biology Electives

Advanced Placement Biology

Prerequisites: Biology I and Chemistry I

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes - energy and communication, genetics, information transfer, ecology, and interactions. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

Anatomy and Physiology

Honors Anatomy and Physiology

Prerequisites: Biology I, Chemistry I recommended

(For elective credit only)

This course focuses on the structures and functions of the human body. To help students understand the relationship of anatomical structures, they will participate in animal dissections. Students will use a college-level textbook to supplement class lectures. This is an excellent course for students interested in a health field career.

Physical Science Electives

Physics I/ Honors Physics I

Prerequisite: Students should have completed or be enrolled in Math 2

Through laboratory activities and quantitative analysis, students learn about motion, velocity, forces, acceleration, electricity, wave theory, energy, and light. The honors level is more rigorous with a greater emphasis on problem solving, outside reading, research, and application of concepts to real world problems.
Advanced Placement Physics 1

**Prerequisites:** Prior coursework in physics is recommended, but not necessary. Students should have completed Math 2 and be concurrently enrolled in Math 3, although it is strongly recommended that students have completed Math 3.

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as: Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills.

Advanced Placement Physics 2

**Prerequisites:** Students should have completed Advanced Placement Physics 1, and should have taken or been concurrently enrolled in PreCalculus.

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. Laboratory work, mathematical analysis, process skills, and problem solving are important components of this course.

Chemistry I /Honors Chemistry I

**Prerequisites:** Students must have completed or be enrolled in Math 3

Students study a variety of chemistry topics including chemical equations and reactions, stoichiometry, the periodic table, atomic theory, molecular chemistry, kinetic theory, gas laws, solutions, and acid-base behavior. Students will use their mathematics and problem solving skills to complete laboratory activities.

Advanced Placement Chemistry

**Prerequisite: Chemistry I**

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Students will participate in comprehensive laboratory experiences and will need to spend extensive time outside the classroom for individual study.

Forensics Science I Honors

**Prerequisite:** Completion of three Science Courses- one being a Physical Science

The forensics course encourages students to develop a basic knowledge of the skills and sciences that make up the investigation of crime. Inquiry is applied to the study of the identifying characteristics of materials and people, and how those characteristics may aid law enforcement in the evaluation of events that may not have had witnesses. The course focuses on basic forensic concepts and incorporates activities that promote investigations to reinforce the concepts. **Forensic Science does not fulfill the physical science graduation requirement. Students must successfully complete Physical Science, Physics, or Chemistry to satisfy this requirement.**

Earth/Environmental Science Electives

Advanced Placement Environmental Science

**Prerequisites:** Biology I and Chemistry I

The AP Environmental Science course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. This course is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.
Students earn 1 unit of credit for each successfully completed course.
Honors courses require students to demonstrate greater rigor, manage greater complexity, and move at a faster pace.
Advanced Placement courses are equivalent to college level courses.
Students are expected to take the AP Exam.

**Required Social Studies Courses**

**World History/Honors World History**

*Prerequisite: None*

World history is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. World history examines the world chronologically and thematically, focusing on the historical development of phenomena, the rise and fall of civilizations and their unique contributions to humanity, and the universal elements these civilizations have in common throughout time. The application of the themes of geography and an analysis of the cultural traits of civilizations help students understand how people shape their world and how their world shapes them. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions.

**American History I /Honors American History I**

*Prerequisite: None*

This course begins with the European exploration of the New World and covers American history through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. This course will also provide students the opportunity to study the establishment of political parties, America’s westward expansion, the growth of sectional conflict and the Civil War, and Reconstruction.

**American History II/Honors American History II**

*Prerequisites: American History I*

This course will guide students through American history from the late nineteenth century through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of Reconstruction era to modern times. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the U.S. in an interconnected world.

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

*Prerequisite: None*

This course teaches the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. It provides a framework for understanding the basic tenets of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship, and concepts in macro and micro economics and personal finance. The course is organized under three strands – Civics and Government, Personal Financial Literacy and Economics. Students will gain a practical understanding of legal, political, and economic systems that affect their lives as consumers and citizens.

**Honors Founding Principals of America and NC: Civic Literacy**

Through the study of The Founding Documents of both national and state governments, students examine political, governmental, and legal topics that engage them in examining the legal and political systems of our society and its basic institutions. This course begins with the historical foundations of civil, political, and economic activism that created our nation, state, and local government. Knowledge gained from civics empowers students to become politically active and responsible citizens of the global society.
Economics and Personal Finance/ Honors Economics and Personal Finance

**Prerequisite: None**
The Economic and Personal Financial Literacy standards are intended to provide students with an understanding of the role economic factors play in making economic decisions, the ability to reason logically about key economic issues and the knowledge and skills needed to manage personal financial resources effectively for lifetime financial security. The economics standards will focus on basic economic concepts and terminology and the roles of business, labor, the government, and the consumer upon the economy. The Personal Finance standards will focus on understanding and managing personal banking, credit cards, loans, home mortgages, accessing and understanding credit reports, and paying for postsecondary education.

Advanced Placement United States History (May be substituted for American History I and II)

**Prerequisite: None**
This course meets state standards for US History as well as the College Board’s standards for AP US History. It emphasizes using analytical skills and factual knowledge to think critically about the issues and events central to U.S. history. Students will read a variety of historical documents and interpretations of U.S. history, write essay responses to document based questions, and prepare to take the AP Exam.

Advanced Placement World History: Modern

**Prerequisite: None**
The purpose of the AP World History: Modern course is to develop greater understanding of the evolution of global processes and interactions among different types of human societies beginning in 1200 CE. Students will read a variety of historical documents and interpretations of World History, write essay responses to document based questions, and prepare to take the AP Exam. This course can be substituted for World History.

Social Studies Electives

Advanced Placement European History

**Prerequisite: None**
This course is equivalent to college level European History from 1450 to the present. It is a reading and writing intensive course that examines the cultural, economic, political, and social developments that played a fundamental role in shaping the world. The course lays the foundation for understanding the development of contemporary institutions, the role of conflict and continuity in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

Advanced Placement U.S. Government and Politics

**Prerequisite: None**
This course provides an analytical perspective on government and politics in the United States. It involves both general concepts used to interpret U.S. politics and the analysis of specific case studies. Familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality is required. Topics include public policy, civil rights and civil liberties, as well as political beliefs and behaviors.

Advanced Placement Comparative Government and Politics

**Prerequisite: None**
The Advanced Placement Comparative Government and Politics course is intended to provide students with an opportunity to critically examine different political and governmental realities in various regions of the world. In the twenty-first century, globalization has become a central theme in our daily lives as we are impacted by events far removed from our neighborhood, state, and nation. It is vital for students to develop an understanding of the diverse political structures and practices at work in the world today. With this in mind, the course focuses on six core countries and the realms in which they operate: Great Britain, Russia, China, Iran, Mexico and Nigeria. As each country is examined, students analyze and evaluate the topical areas of methodology, power, institutional structures, civil society, political and economic change and public policy.
Advanced Placement Human Geography

Prerequisite: None

There are no prerequisites for AP Human Geography; however, students who have had experience with world geography, world history, or earth science may more easily address the objectives of this course. Experience with reading and interpreting data in various forms (e.g., graphs and maps) would also be beneficial. Students may have been effectively introduced to geographic terminology and concepts as early as at the elementary school level. The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

African American Studies

Prerequisite: None

African American Studies is a conceptually driven course that introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to examine significant aspects of the history of African Americans with particular emphasis on the evolution and development of black communities from Africa to enslavement to the present. This course will examine black experience from a number of perspectives: history, politics, economics, sociology, psychology, religion, culture, and so forth. The course will also focus on the progression of black political and social thought, engagement and protest, and the struggle to enact change. The historical content of this course should be taught with relevance to contemporary and current issues in order to ensure a deeper understanding for students.

Psychology

Prerequisite: Classification as a junior or senior

This course engages students in the understanding, articulation, and dissemination of psychology as a science. Students study human development, learning, motivation, and personality with an emphasis on the empirical examination of behavior and mental processes. They examine the relationship between biology and behavior; how conditioning, learning and cognition affect behavior; and how interaction with others influences thoughts, feelings, perceptions, and behaviors. They analyze human development throughout the lifespan and study human differences and strategies for coping when those differences create dysfunction.

Advanced Placement Psychology

Prerequisite: Classification as a junior or senior

This course is a reading systematic and scientific study of the behavior and mental processes of human beings and other animals. Students explore the psychological facts, principles, and phenomena of the major sub fields, and the methods psychologists use in their science and practice.
Health and Physical Education

- Students earn 1 unit of credit for each successfully completed course.
- All courses follow the NC Healthful Living Essential Standards.
- All students must successfully pass the required Health and Physical Education course for graduation. If a medical or religious reason will prohibit participation, talk to your principal about a modification.
- All students are encouraged to participate in one or more of the elective courses listed below.
- Successful completion of Compression Only CPR training/checklist is required for graduation.

Required Health and Physical Education Course

Health and Physical Education

Prerequisite: None

This course combines two required components into one section. Students will be involved in Physical Education and Health Education during the semester. The Physical Education section will incorporate fitness assessments, conditioning, sport fundamentals, and recreational activities. Health Education will enhance the student’s implementation of healthful living practices such as decision making, substance abuse, nutrition, stress management, reproductive health and safety, and more.

Elective Health and Physical Education Courses

Prerequisite for all elective Health and Physical Education Courses: Students must have successfully received credit for the required Health and Physical Education course.

Basic Weight Training

This course is designed for students who desire to improve their overall strength and fitness level but do not participate in a sport. The course will teach safety and technique of all the basic lifts and use various programs adjusted for individual use. Students participate in weight training, strength assessment, aerobic testing, and exercise routines.

Intermediate Weight Training

This course is for students who participate in a junior varsity sport and is designed to develop the fitness level of students to a higher degree in the areas of cardiovascular endurance, strength and flexibility. The course will teach safety and technique of all the basic lifts and use various programs adjusted for individual use. The students will learn a basic understanding of anatomy and physiology. Students participate in weight training, strength assessment, aerobic testing, and exercise routines.

Advanced Weight Training

This course is for students who participate in a varsity sport and is designed to teach safety while maximizing muscle development through a series of lifts and conditioning. Students will be taught how to develop in the areas of cardiovascular endurance, strength, speed, quickness and flexibility. This course is designed to develop maximum muscular strength. Students participate in a variety of weight lifting routines to build bulk and light sprint work to stay fit. Students will monitor their weight and muscular gains throughout the course.

Advanced Physical Education/Fitness

This course consists of a combination of team and individual sports with an emphasis on competition, teamwork, skill advancement, and game strategy. Students will be asked to develop written reports on the major sports covered, draw-up tournaments, and help in the officiating of games. This course is also designed to develop the fitness level of the students to a higher degree in the area of personal fitness focusing on cardiovascular endurance, strength and flexibility. Students will be asked to develop and implement a written personal fitness plan. Students will participate in calisthenics, yoga, running, weight training, plyometric activities, and stretching.

Principles of Wellness and Human Performance/Honors

Principles of Wellness and Human Performance will assist students in understanding the essentials of lifelong wellness by learning how to improve personal wellness and the wellness of others. Students will acquire knowledge to positively affect the wellness and physical performance of others through peer teaching. This class will not only address fundamental aspects of wellness and human performance, but will also examine more specific topics including Anatomy and Physiology, Biomechanics, Bioenergetics, and Sports and Exercise Psychology.
World Languages:
Classic, Heritage, and Modern

- Students earn 1 unit of credit for each successfully completed course.
- All courses use the NC Essential Standards.
- Level I and II are standard courses.
- Level III and above are honors courses which require students to demonstrate greater rigor, manage greater complexity, and move at a faster pace.
- Advanced Placement courses are designed to provide rigorous intermediate college level world language instruction. Students are required to take the AP Exam.

World Language courses are offered in Chinese, French, Latin, and Spanish. Courses may be offered at the standard, honors, and AP levels.

Prerequisites: For all courses, successful completion of the previous level is required. For example if a student takes Spanish II, he/she must have successfully completed Spanish I. If the student takes Spanish IV Honors, he/she must have successfully completed Spanish III Honors.

Level I World Language Courses
Students are introduced to the target language and its culture. Class activities develop listening, speaking, reading, and writing using the students' experiences to practice these skills. Grammar is integrated throughout the course. Students learn about the target culture through its literature, laws, foods, games, attitudes, values, and patterns of social interaction. Students develop an appreciation for how languages and cultures work by comparing the target language and culture(s) to their own.

Level II World Language Courses
Students further develop their listening, speaking, reading and writing skills. They participate in simple conversational situations and write short paragraphs which narrate, describe, compare and summarize topics from the target culture. By the end of the course, students will be able to interact with others on issues of everyday life. Students also continue to learn about the differences between languages and cultures, and how different cultures influence each other.

Level III World Language Courses (These are honors level courses)
Students' skills with listening, speaking, reading, and writing progress to allow them to participate in conversations, read short literary texts and other material about familiar topics, and write short cohesive passages using the present, past, and future tenses. In discussions, presentations, and written texts, students will be able to identify the main ideas and significant details. As they continue to build their knowledge of the target culture, students develop a deeper understanding of the interrelationships of other cultures to their own and will be able to exhibit behaviors appropriate to the target culture.

Level IV World Language Courses (These are honors level courses)
Students learn to communicate in writing and in extended conversations on a variety of topics. As they become more proficient in independent reading, they will be able to narrate, discuss, and support increasingly complex ideas and concepts. Short stories, poetry, excerpts from various periods of literature, and current events are included. Students study the finer points of grammar to aid oral and written communication along with a more in-depth study of the target culture(s) and their influence throughout the world. Students develop the ability to interact in culturally appropriate ways in most social situations they will encounter in the target culture(s).

AP World Language Courses
Advanced Placement courses emphasize the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines rather than focusing on any specific subject matter. Emphasis is placed on comprehension of the spoken and written target language in various contexts; coherent and resourceful communication; and the organization and writing of compositions. Extensive course guidelines are provided by the College Board, and teachers are required to maintain current AP authorization.
Spanish Heritage I

Prerequisite: No formal study is a prerequisite but students must be classified as one of the following (from NCDPI):

- Immigrant students who primarily speak their heritage or home language, but who may have varying degrees of education
- 1st or 2nd generation bilinguals who may have varying levels of proficiency in their heritage language and English
- 3rd or 4th generation students born in the U.S. who are English dominant and who have limited heritage language speaking skills
- Students from dual language/immersion programs who have similar literacy building needs to the three groups of learners described above.

This course is designed specifically for native or heritage speakers of Spanish who already have some oral language proficiency. The purpose of this course is to enable students to develop, maintain, and enhance their proficiency in the heritage language by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences, including the family, school, and immediate community. The course will allow students to explore the cultures that use the heritage language, including their own, and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

Spanish Heritage II Honors

Prerequisite: Students enrolled in this course have either successfully completed the Spanish Heritage I course at the middle or high school or have placed out of Level I due to previous language study and/or established proficiency.

This course is designed specifically for native or heritage speakers of a language other than English who already have some oral language proficiency. The purpose of this course is to enable students to further develop, maintain, and enhance their proficiency in the heritage language by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences, including the family, school, and broader community. The course will allow students to explore the cultures that use the heritage language, including their own, and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.
Arts Education

- Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/or a career in the arts. The Essential Standards communicate what students should know and be able to do as a result of instruction at each proficiency level: beginning, intermediate, proficient, and advanced (9-12).
- Students earn 1 unit of credit for each successfully completed course.
- All courses use the NC Arts Education Essential Standards.
- Students may repeat courses for credit within a given proficiency level.
- All Proficient or Advanced courses in each arts discipline receive Honors credit.
- Advanced Placement courses are equivalent to college level courses. Students are expected to take the AP exam.

The NC Arts Education Essential Standards reflect four levels of proficiency for high school courses for credit. Arts Education no longer has a numerical sequence of courses due to the new organization by proficiency levels. Mastery of the standards for each proficiency level is the criteria for advancement. Therefore students may repeat courses for credit within a given proficiency level before moving to the next level. Students who take coursework at the Proficient or Advanced levels enter those studies having completed a minimum of 270-300 hours of instruction within that arts discipline (dance, music, theatre arts, or visual arts). Proficient or Advanced level courses include Honors and AP courses.

High School Proficiency Levels

Beginning
Standards are for students with no or limited K-8 progression in the arts education discipline (dance, music, theatre arts, or visual arts).

Intermediate
Standards are for students who have had a complete K-8 progression or who have achieved beginning level standards in the discipline at the high school level.

Proficient
Standards are for students who have achieved intermediate level standards in the discipline at the high school level.

Advanced
Standards are for students who have achieved proficient level standards in the discipline at the high school level.

<table>
<thead>
<tr>
<th>Dance</th>
<th>Music</th>
<th>Theatre Arts</th>
<th>Visual Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>Vocal Music</td>
<td>Theatre Arts</td>
<td>Visual Arts Specialization</td>
</tr>
<tr>
<td>Dance Specialization</td>
<td>Orchestra</td>
<td>Theatre Arts Specialization</td>
<td>Visual Arts Specialization</td>
</tr>
<tr>
<td>Examples: Jazz, Ballet, Dance Appreciation, etc.</td>
<td></td>
<td>Examples: Acting, Directing, Play Production, and other specialized studies.</td>
<td>Examples: Ceramics, Photography, Film Production, etc.</td>
</tr>
<tr>
<td>Band</td>
<td></td>
<td></td>
<td>AP Studio Art Drawing</td>
</tr>
<tr>
<td>Beginning, Intermediate, Proficient, Advanced</td>
<td></td>
<td></td>
<td>AP Studio Art: 2D Design/3D Design</td>
</tr>
<tr>
<td>Music Specialization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning, Intermediate, Proficient, Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples: Music Theory, Music Appreciation, Piano, Guitar, Jazz Ensemble, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Music Theory</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dance

Dance Beginning
Prerequisite: None
Students study the body in motion by exploring the elements of dance: space, time, and energy. Students develop an awareness of the body as an instrument for self-expression, learn about the benefits of dance for healthful living, and study the role of dance in other cultures and in different historical periods.

Dance Intermediate
Prerequisite: Mastery of Beginning Dance or audition with the teacher
Students focus on developing their dance technique, exploring dance as a performing art, and learning about anatomy as it applies to technique and injury prevention. Group and solo choreographic assignments help students apply their knowledge of dance: its technique, history, and connection to other art forms.

Dance Proficient
Prerequisite: Mastery of Intermediate Dance or audition with the teacher
The emphasis in this class is on technical development and on learning how to combine movements and perform them rhythmically and fluidly using a variety of dynamic qualities. Through more complex choreographic studies and improvisations, students learn to construct expressive phrases and combine them to create short dances. This course focuses on more advanced techniques, building choreography, and the study of dance history. This is an honors level course.

Dance Advanced
Prerequisite: Mastery of Proficient Dance or audition with the teacher
This course continues to focus on technique, improvisation, and choreography. Students study dance history, learn to describe, analyze, and critique dance works from different cultures and times. Dance research focuses on how dance reflects the culture and time period in which they originate. Students will study 20th Century dance by exploring traditional approaches to choreography and interdisciplinary dance works using media technology. Students are becoming dance artists: performers and choreographers. They will create solo and group choreographic works that include costuming, production, and lighting. Teachers will assist students with audition videos, as needed for application to dance schools or departments. This is an honors level course.

Dance Appreciation Beginning
Prerequisite: None
Dance Appreciation is an introductory survey class that examines dance as a primary mode of human expression and communication. Through viewing live and recorded performances and engaging in targeted readings, students will place dance in a variety of cultural, artistic and historical contexts, focusing on developments in dance in the twentieth century. Through movement exercise and readings students will compare and contrast sacred, social, popular, and concert dance traditions in the West and around the world. Students will develop and use vocabulary for discussing types of movement and move towards a framework for reading dances while deepening their understanding of dance, choreography and movement forms. Through writing and discussion, students will articulate what they see, feel and perceive in dances.

FLEX Dance Beginning
Prerequisite: None
FLEX (Fitness Lifestyle Endurance Excellence) is a beginner level class that enables students to develop an understanding of fitness concepts and design a personal fitness program while developing an individualized level of health-related activities. This course includes various types of exercise including yoga, zumba, kickboxing, and improvisational dance fitness. Students will also learn about safety practices, physiology of the cardiovascular system, anatomy of the muscles and bones, concepts and principles of health-related fitness, and nutrition.

*Dance Specialization Courses may be offered at individual schools. Please see your Dance Teacher for additional course selections.*
Vocal Music

Vocal Music Beginning

*Prerequisite: None, but students may sing for the instructor to ensure correct placement*

In these courses students will sing songs from today's popular music as well as songs from other times and other cultures. Students will develop skills with music reading and ear training as they learn to listen critically to music and evaluate its significance.

Vocal Music Intermediate

*Prerequisite: Mastery of Beginning Vocal Music or audition with the teacher*

This course continues to build on the comprehensive music education program introduced in Beginning Vocal Music. Students broaden their knowledge of different musical genres and will have opportunities to perform alone and in ensembles.

Vocal Music Proficient

*Prerequisite: Mastery of Intermediate Vocal Music or audition with the teacher*

This course is for students who want to improve their vocal technique and increase their knowledge of music. Students will perform music of varying degrees of difficulty and work to improve accuracy in sight singing. Singers may perform alone and in ensembles. *This is an honors level course.*

Vocal Music Advanced

*Prerequisite: Mastery of Proficient Vocal Music or audition with teacher*

In this course, students refine their musical skills through the rigorous study of music theory, history, appreciation, and analysis. Students will improve their vocal technique, accuracy with sight singing, and ability to perform solo and ensemble music. In addition to class work, students will attend musical events, complete special projects, and write reports. *This is an honors level course.*

Orchestra

Strings- Beginning
Strings - Intermediate
Strings - Proficient (Honors Level)
Strings - Advanced (Honors Level)

*Prerequisites: For Beginning – Depending on the school, from 0-2 years of prior experience playing the violin, viola, cello or bass; For the other levels - Mastery of the preceding course and audition with the teacher*

Students will learn to play the violin, viola, cello or bass. The String Orchestra courses focus on developing skills with reading, notating, listening, analyzing, and evaluating musical styles from different cultures and time periods. The levels of discipline, responsibility, and difficulty increase at each proficiency level. String orchestra students will prepare and present concerts locally and may participate in district and state-wide festivals and competitions. Proficient and Advanced courses have demanding standards for performance, mastery of music theory, notating, appreciation, and history. Proficient and Advanced students will perform as members of one or more chamber ensembles and as soloists.

Band

Concert Band- Beginning
Concert Band- Intermediate
Concert Band- Proficient (Honors Level)
Concert Band- Advanced (Honors Level)

*Prerequisites: For Beginning - Three years of band or audition with band director; For the other levels - Mastery of the preceding course and audition with the band director*

The Concert Band courses focus on developing skills with music performance, reading, and notating as well as listening, analyzing, and evaluating diverse musical styles. The level of discipline, responsibility, and difficulty all increase as students’ progress in proficiency levels. Extracurricular opportunities may include jazz band, pep band, district/state level honors band, chamber ensembles, and solo recitals.
Marching Band- Beginning  
Marching Band- Intermediate  
Marching Band- Proficient (Honors Level)  
Marching Band- Advanced (Honors Level)  
**Prerequisites:** For Beginning - Ability to play a band instrument and audition with the band director;  
For the other levels - Mastery of the preceding course and audition with the band director  
The Marching Band courses focus on developing skills with music performance, reading, and notating as well as listening, analyzing, and evaluating diverse musical styles. As students develop their technical skills, they will have opportunities to compose, arrange, and improvise. The level of discipline, responsibility, and difficulty all increase as students progress in proficiency levels. Extracurricular opportunities may include jazz band, pep band, district/state level honors band, chamber ensembles, and solo recitals.

Symphonic Band- Beginning  
Symphonic Band- Intermediate  
Symphonic Band- Proficient (Honors Level)  
Symphonic Band- Advanced (Honors Level)  
**Prerequisites:** For Beginning - Ability to play a band instrument and audition with the band director;  
For the other levels - Mastery of the preceding course and audition with the band director  
The Symphonic Band courses focus on developing skills with music performance, reading, and notating as well as listening, analyzing, and evaluating diverse musical styles. As students develop their technical skills, they will have opportunities to compose, arrange, and improvise. Students will build skills with listening, appreciation, and historical understanding culminating in written reports and musical compositions. Students will have opportunities to work with existing music technologies. The level of discipline, responsibility, and difficulty all increase as students progress in proficiency levels. Extracurricular opportunities may include jazz band, pep band, district/state level honors band, chamber ensembles, and solo recitals.

Wind Ensemble- Beginning  
Wind Ensemble - Intermediate  
Wind Ensemble - Proficient (Honors Level)  
Wind Ensemble - Advanced (Honors Level)  
**Prerequisites:** For Beginning - Ability to play a band instrument and audition with the band director;  
For the other levels - Mastery of the preceding course and audition with the band director  
The Wind Ensemble courses focus on developing skills with music performance, reading, notating, listening, analyzing, and evaluating diverse musical styles. As students develop their technical skills, they will have opportunities to compose, arrange, and improvise. The level of discipline, responsibility, and difficulty all increase as students progress in proficiency levels. Extracurricular opportunities may include jazz band, pep band, district/state level honors band, chamber ensembles, and solo recitals.

Fine Arts Electives- Music Specialization  
Music Specialization Beginning : Introduction to Musical Theatre  
**Prerequisite: None or audition with the teacher**  
In this introduction to musical theatre students will explore vocal and acting techniques and learn about the roles of the director, musician, choreographer, makeup artist, and technical director. In addition, students will learn about the history of musical theater through the work of some of the leading lyricists and composers. Students may have opportunities to perform in a musical theater production or participate in the behind-the-scenes work.

Music Specialization Beginning : Marching Band: Fall (12 Weeks)  
**Prerequisite: This course is for students with band/instrument experience at the middle school or high school level**  
This class will meet after school three days a week (days to be determined) for 105 minutes. Students will receive 1/2 a credit for this semester class. Class members will perform in the Marching Band. Performances include all home football games, two or three away games, plus playoff games. Students will also perform at marching competitions and parades. Since this course meets three days a week, attendance is mandatory at all rehearsals. Mandatory band camp is held for one week prior to the start of the school year.
Music Specialization Beginning : Color Guard  
**Prerequisite: Audition is required**
Color Guard is a performance group and a unit of the Marching Band. Membership is by audition only. Auditions are held in the spring for the upcoming year.  
**COURSE NOTE:** Audition is required for membership of Color Guard. Color Guard meets for one week of band camp during the summer and class meets after school in the fall semester.

Music Specialization Proficient : Music Theory Honors  
**Prerequisite: Students must demonstrate an intermediate level of performance in band, chorus, or strings.**
This is a basic musicianship course that is geared toward students pursuing music at the college level. The course may emphasize harmony, texture, rhythm, form musical analysis, elementary composition, and music history and style. The student's ability to read and write musical notation is fundamental to this course  
**COURSE NOTE:** This is an HONORS Level Course. Students need experience in a music performance group and possess an ability to read music.

Music Specialization Proficient  
**Prerequisites: Mastery of Intermediate or Proficient (respectively) Vocal Music, Band, or Orchestra and permission from the teacher**  
This course is designed for students who wish to major or minor in music at a college level. Students will strengthen their knowledge of music theory and music history.

*Additional Music Specialization courses may be available at your school. Please see your Band Director for more course selections.*

Advanced Placement Music Theory - Band, Strings, Vocal  
**Prerequisites: Two years experience in a music ensemble and ability to read music. Teacher interview and audition will ensure correct placement. Students are required to take the AP Exam.**
This course prepares students for university-level music theory and ear-training classes. Students will learn to recognize, understand, and describe the materials and processes of the music they hear or see in a score. Study topics will focus on developing aural, sight-singing, and written, compositional, and analytical skills.

**Theatre Arts**

**Theatre Arts Beginning**  
**Prerequisite: None**  
Students will experience creative dramatics, mime, reader's theater, interpretive movement, and oral interpretation as they explore the actor's craft. In addition, they will learn how directing, theatre history, and theatre management contribute to a stage production. Behind the scenes, students explore how costumes, make-up, props, and scenery along with special effects, lighting, and sound bring magic to the stage.

**Theatre Arts Intermediate**  
**Prerequisite: Mastery of Beginning Theatre Arts or audition with the teacher.**  
This course further develops the skills and vocabulary learned in Beginning Theatre. Through classroom scene work and the study of acting techniques in different historical periods, students will refine their acting skills. Participating in ensemble acting and student directed plays will provide additional opportunities to portray a variety of roles. Students will learn how to critique their own and others' performances and will continue learning about technical theatre and theatre management. They will perform scene work and original work.

**Theatre Arts Proficient**

**Prerequisites: Mastery of Intermediate Theatre Arts, classification as a junior or a senior, or placement audition with the instructor**
The focus of this class is on learning how to direct. Once students select their scene, they will analyze the script, audition actors from among their classmates, plan rehearsals, make decisions about blocking, and develop a plan for set and lighting design. Each student-directed scene will be showcased for a live audience. This course involves in-depth application of theater arts knowledge, skills, and processes. Students will study a variety of playwrights and different historical periods. **This is an honors level course.**
Theatre Arts Advanced  
*Prerequisite: Mastery of Proficient Theatre Arts or audition with the teacher.*  
These advanced acting ensembles focus on students developing the assigned characters, learning advanced movement techniques, and overseeing all aspects of their productions. Students will continue their study of the different styles of theater, film and television and learn more about the business of professional acting. Students continue to refine adapting works from different historical periods, and researching different acting styles. Students will have opportunities to prepare a performance for competition and/or for a showcase. Students function as a performance and production ensemble. *This is an honors level course.*

Theatre Arts Specialization Beginning  
Technical Theatre  
*Prerequisite: None*  
In this hands-on course, students study current trends in technical theatre and learn how to design lighting, sound, sets, props, and costumes. Some outside class time is required for school related productions.

*Additional Theatre Arts Specialization courses may be available at your school. Please see your Theatre Teacher for more course selections.*

**Visual Arts**

**Visual Arts Beginning**  
*Prerequisite: None*  
Students will experience 2D media, such as drawing, painting, and design, and basic 3D media. Using the elements of art and principles of design, they will complete technique assignments and create their own work. Students will learn to analyze visual images, critique their own artwork and the artwork of others, and write short essays about a variety of visual art topics while studying the basics of Art History.

**Visual Arts Intermediate**  
*Prerequisite: Mastery of Beginning Visual Arts*  
Students will learn to use more sophisticated techniques as they complete projects using 2D and 3D media. Assigned projects will develop the students' artistic problem solving abilities and call upon them to use their use their design skills with greater inventiveness. Written work focuses on art criticism, topics in art history, and aesthetic awareness.

**Visual Arts Proficient**  
*Prerequisite: Mastery of Intermediate Visual Arts*  
Students will begin building a portfolio of their work using a variety of media. In building a portfolio students create work that demonstrates their increasing command of the elements of art and design principles and conveys a clear sense of their developing personal style. Students will continue their study of art appreciation, criticism, and aesthetics. Students will also study individual artists with the goal of analyzing how they reflect the historical conditions and arts trends of their time. *This course is an honors level course.*

**Visual Arts Advanced**  
*Prerequisite: Mastery of Proficient Visual Arts*  
Students will work to assemble a high quality portfolio suitable for submission as part of an art school application. Students will refine their artistic problem solving skills using a variety of media and techniques as they create 20 high quality works by the end of the class. Students will also continue their study of contemporary art and should expect to spend time outside of class working on their portfolios and completing written assignments. *This course is an honors level course.*

**Visual Arts Specialization- Photography**  
*Prerequisite: Mastery of Beginning Visual Arts*  
This course introduces students to photography as an important art form, from its beginnings in the 1800’s to today. Students will learn how to use 35mm cameras, develop film, and make prints using traditional black and white darkroom techniques. Students will also use digital photography and software programs that enhance the art.

*Additional Visual Arts Specialization courses may be offered at individual schools. Please see your Visual Arts Teacher for additional course selections.*
AP Studio Art Drawing
AP Studio Art: 2D Design
AP Studio Art: 3D Design

**Prerequisite:** Although there is no prerequisite for AP Studio Art, prior experiences in studio art courses that address conceptual, technical, and critical thinking skills

The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

AP Art History

**Prerequisite:** None

The AP Art History course, which is equivalent to an introductory college art history survey, focuses on developing students’ art historical skills as they examine and analyze major forms of artistic expression from a variety of cultures from ancient times to the present. While visual analysis is a fundamental tool of the art historian, the course also emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works of art. Students investigate how imagery has shaped our perceptions and behavior throughout time, providing insight into the past and into our own age and culture.
Career and Technical Education offers courses in eight program areas.

These include:

- Agriculture Education
- Business, Finance, and Information Technology Education
- Career Development
- Family and Consumer Science Education
- Health Sciences Education *(An application process is used for Nursing Fundamentals)*
- Marketing Education
- Technology and Engineering Education
- Trade and Industrial Education

A description of courses that are offered can be found on the following pages. They are alphabetized for your convenience.

**Industry Certifications:**

Students interested in earning an Industry Certification should meet with their school’s career counselor. Students who complete an Industry Certification will have the qualifications to apply for a variety of jobs after graduation. Below is a partial list of the Industry Certifications that CTE programs prepare students for:

Adobe Photoshop, InDesign, Illustrator
ASE Automotive Technician - NATEF certified
Certified Nursing Assistant (CNA)
CPR/First Aid
EverFi Certification
Lead Teacher Equivalency Certification
Microsoft Office Specialist (Word/Publisher/PowerPoint and Access/Excel)
NCCER Credential
OSHA 10-Hour Construction Industry Certification
ServSafe Food Safety®
WorkKeys Career Readiness Certification
**Courses**

**Accounting I**  
*Prerequisite: None*  
This course is designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on the analysis and recording of business transactions, preparation, and interpretation of financial statements, accounting systems, banking and payroll activities, basic types of business ownership, and an accounting career orientation. Mathematics is reinforced and entrepreneurial experiences encouraged.

**Accounting II (Honors)**  
*Prerequisite: Accounting I*  
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 departmental accounting, corporate accounting, cost accounting, and inventory control systems, managerial accounting and budgeting, and further enhancement of accounting skills. Mathematics is reinforced and entrepreneurial experiences encouraged.

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

**Adobe Visual Design**  
*Prerequisite: None*  
This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, InDesign, and Illustrator certification and reinforces language arts skills.

**Advanced Game Art and Design**  
*Prerequisite: Game Art and Design*  
This course is a continuation in the study of game design and interactivity. Emphasis is placed on visual design, evaluating, scripting and network protocols, and legal issues as well as 3D visual theory. Students compile a game portfolio. Advanced topics include the use of audio and visual effects, rendering, modeling, and animation techniques. Students work in collaborative teams to develop a final 3D game project. Art, English language arts, mathematics and science are reinforced.

**Agricultural Mechanics I**  
*Prerequisite: None*  
This course develops knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day-to-day problems 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, fencing, paints and preservatives, basic metal working, basic agricultural construction skills related to plumbing, carpentry, basic welding, and leadership development. English language arts, mathematics, and science are reinforced.

**Agricultural Mechanics II**  
*Prerequisite: Agricultural Mechanics I*  
In this course, the topics of instruction emphasized are non-metallic agricultural fabrication techniques, metal fabrication technology, safe tool and equipment use, human resource development, hot/cold metal working skills and technology, advanced welding and metal cutting skills, working with plastics, plumbing, concrete and masonry, agricultural power and advanced career exploration/decision making. English language arts, mathematics, and science are reinforced.

**Agricultural Mechanics II Small Engines**  
*Prerequisite: Agricultural Mechanics I*  
This course is provided for the upper-level agricultural mechanics student who wishes to apply the basic knowledge of small engines acquired through on-line Briggs and Stratton training modules delivered by the agricultural education teacher in a shop setting. The course is intended to provide students with experiential learning opportunities as they perform "hands-on" skills specified in the curriculum under the direct supervision of the agriculture teacher. This "learning to do" philosophy will enable students to understand curriculum content so that they may pass the Briggs and Stratton Competency Exam and receive certification from Briggs and Stratton. English, language arts, mathematics, and science are reinforced.
Agriscience Applications
Prerequisite: None
This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English language arts, mathematics, and science are reinforced.

Animal Science I
Prerequisite: None
This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced.

Animal Science II
Prerequisite: Animal Science I
This course includes more advanced scientific principles and communication skills and includes animal waste management, animal science economics, decision making, and global concerns in the industry, genetics, and breeding. English language arts, mathematics, and science are reinforced in this class.

Animal Science II – Small Animal
Prerequisite: Animal Science I
This course provides instruction on animal science topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category are taught in this course. English language arts, mathematics, and science are reinforced in this class.

Apparel and Textile Production I
Prerequisite: None
In this course students are introduced to the apparel and textile industry in the area of design, textiles and apparel engineering. Emphasis is placed on students applying these design and engineering skills to create and produce apparel products. Art, literacy, mathematics, and science are reinforced.

Apparel and Textile Production II
Prerequisite: Apparel and Textile Production I
Students in this course will gain a deeper understanding of design principles, engineering, fabrication and global needs of an ever-changing apparel and textile industry. The course provides a major focus on textile design, textile science, product construction, global manufacturing, and the apparel/textile market while incorporating and scaffolding prerequisite concepts. Emphasis is placed on application of design and engineering skills used to create, produce, and prepare a product for market. Students will also gain the entrepreneurial skills, necessary for successful marketing and distribution of an apparel product. Art, literacy, mathematics, science, and social studies are reinforced throughout. *For safety reasons, enrollment is not to exceed 20 in this course.

Automotive Services Fundamentals
Prerequisite: None
This course introduces automotive safety, basic automotive terminology, system & component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also careers and various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced.

Automotive Service I
Prerequisite: Automotive Services Fundamentals
This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing, and basic testing of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair(MLR) requirements. Language arts are reinforced.
Automotive Service II

**Prerequisite:** Automotive Service I

This course builds on the knowledge and skills introduced in Automotive Servicing I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. Language arts are reinforced.

Automotive Service III

**Prerequisite:** Automotive Service II

This course builds on the skills and knowledge introduced in Automotive Service I & II. Building advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. Language arts and mathematics are reinforced.

Biomedical Technology

**Prerequisite:** None

This course challenges students to investigate current trends in health care. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. Language arts and science are reinforced in this course.

Child Development

**Prerequisite:** None

This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Art, English language arts, and science are reinforced.

CTE Advanced Studies

**Prerequisite:** Two technical credits in one Career Cluster

This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills. Competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

CTE Internship

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship. (Information can be found on school websites and by contacting your school’s Career Development Coordinator)

CTE Career and College Promise

**Prerequisite:** None

Career and College Promise provides a way for any North Carolina high school student in good academic standing who meets eligibility requirements to take community college courses while still in high school. Students can combine high school and postsecondary courses to earn a credential, certificate, or diploma in a technical field and meet requirements for CTE concentration. Credit may be transferable to another North Carolina community college, to UNC System institutions, and to many of the state’s independent colleges and universities. Students should work with their school counselor to determine what CTE pathways are available at their local community college or in what other ways they can access this program.
Digital Design and Animation I

Prerequisite: None

This course introduces students to the use of complex graphic tools. Emphasis is placed on the principles, concepts, and use of complex graphic and visualization tools as applied to the study of science and technology. Students use complex 2D graphics, animation, editing, and image analysis tools to better understand, illustrate, explain, and present technical, mathematical, and/or scientific concepts and principles. Emphasis is placed on the use of computer-enhanced images to generate both conceptual and data-driven models, data-driven charts, and animations. Science, math, and visual design concepts are reinforced through the course. Activities are structures to integrate physical and social science, mathematics, English language arts, and art.

Digital Design and Animation II (Honors)

Prerequisite: Digital Design and Animation I

This course provides students with advanced skills in the use of complex visualization tools for the study of science, technology, or mathematical concepts. Students design and develop increasingly complex data and concept-driven visualization models. Students use complex 2D and 3D graphics, animation, editing, and image analysis tools to better understand, illustrate, and explain concepts. Students present technical, mathematical, and/or scientific concepts and principles. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art.

Drafting I

Prerequisite: None

This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas, concepts and trends found in the areas of architecture, manufacturing, engineering, science, and mathematics, sketching, and computer-assisted design (CAD) skills and techniques. English language arts, mathematics, and science are reinforced.

Drafting II - Architectural (Honors)

Prerequisite: Drafting I

This course focuses on the principles, concepts of architectural design, and use of Building Information Modeling (BIM), used in the field of architecture. An emphasis is placed on the use of 3D CAD tools in the design and execution of floor plans, foundation plans, wall sections, and elevation drawings. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software such as REVIT, are essential to this course, and the required method of producing finished drawings. English language arts, mathematics, and science are reinforced.

Drafting III - Architectural (Honors)

Prerequisite: Drafting II - Architectural

This course introduces students to advanced architectural design concepts, and Building Information Modeling (BIM). Emphasis is placed on the continued use of 3D CAD tools and software such as REVIT, in the design and execution of site and foundation plans, electrical/lighting plans, stair/railing design, bath and kitchen details, multi-level floor systems, site development, renderings and walkthroughs, as well as small commercial building and design. English language arts, mathematics, and science are reinforced.

Drafting II - Engineering (Honors)

Prerequisite: Drafting I

This course teaches the development of knowledge and advanced skills in Engineering Drafting and Design. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software such as INVENTOR or SolidWorks, are essential to this course, and the required method of producing finished drawings. Topics include cover advanced levels of Engineering Drafting and Design, Career Opportunities, Problem Solving, Manufacturing Processes, Parametric-Solid Modeling, Dimensioning and Tolerancing, Working Drawings, and 3D modeling. English language arts and mathematics are reinforced.

Drafting III - Engineering (Honors)

Prerequisite: Drafting II - Engineering

This course teaches the development of knowledge and advanced skills in Engineering Drafting and Design. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software such as INVENTOR or SolidWorks, are essential to this course, and the required method of producing finished drawings. Topics include cover advanced levels of Engineering Drafting and Design, Employment Requirements, Engineering Design Concepts and Principles, Advanced Manufacturing Processes, Advanced Parametric-Solid Modeling, Geometric Dimensioning and Tolerancing, Work Drawings and Assemblies, 3D Modeling, Sheet Metal Parts, and Professional Portfolio. English language arts and mathematics are reinforced.
Drone Technology I

Prerequisite: None

This course is designed to provide students basic information about the drone industry to gain an understanding of careers and skills in this field. FAA 14 CFR part 107 (The Small UAS Rule), officially known as "Part 107 Remote Pilot Certificate" is covered. The Small UAS rule adds a new part 107 to Title 14 Code of Federal Regulations (14 CFR) to allow for routine civil operation of small Unmanned Aircraft Systems (UAS) in the National Airspace System (NAS) and provide safety rules for those operations. This course is also designed for an introduction to basic flight of drones to include manual flight and flight mapping software. Minimum 16 age requirement for enrollment by the end of the course due to FAA Part 107 U.S. Commercial Drone Pilot Certification testing age requirement. English language arts are reinforced.

Drone Technology II

Prerequisite: Drone Technology I

This course is designed to provide students, who have their FAA CFR 14 Part 107 (The Small UAS Rule), officially known as "Part 107 Remote Pilot Certificate" the knowledge and skills needed to be a commercial pilot in the Drone Industry. Entrepreneurship, Fleet management, and Drone software are included in this course with the main focus being on the student choosing a specific field within the Drone Industry to complete an industry application. Industry application choices include Construction, Agriculture, Public Safety, and Cinematography. English language arts are reinforced.

Early Childhood Education I

Prerequisite: Students must be 16 by October 1. Parenting and Child Development is a recommended prerequisite for this course.

This two-credit course prepares students to work with children in early education and child care settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. Due to student participation in internships at early childhood centers that meet NC Child Care General Statute 110-91 Section 8, students must be 16 years of age prior to October 1 to enroll in this course.

http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html

Early Childhood Education II (Honors)

Prerequisite: Early Childhood Education I and Students must be 16 by October 1

This two-credit course provides advanced experiences in working with children from infancy to age 12 in early education and child care settings. Areas of study include program planning and management, developmentally appropriate practice, procedures and strategies for working with special groups of children, career development and professionalism. An internship makes up 50 percent of instructional time. Due to student participation internships at early childhood centers that meet NC Child Care General Statute 110-91 Section 8, students must be 16 years of age prior to October 1 to enroll in this course.

http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_110/GS_110-91.html

Entrepreneurship I

Prerequisite: Marketing OR Personal Finance OR Principles of Business and Finance

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

Entrepreneurship II (Honors)

Prerequisite: Entrepreneurship I

In this course, students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English language arts and social studies are reinforced.
Financial Planning I  
**Prerequisite:** None  
This course is designed to cover key strategies for wealth building as students learn to evaluate businesses for investment opportunities while incorporating current headlines and trends, financial resources, and stock market simulation. Also students will develop techniques to enhance personal wealth building for a secure financial future. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented with ethical dilemmas and problem-solving situations for which they must apply academic, team-building and critical-thinking skills.

Financial Planning II  
**Prerequisite:** Financial Planning II  
Students will further develop the fundamental knowledge and skills acquired in the prerequisite course to create a business financial plan; including loans, insurance, taxes, corporate governance, and explore the various risks and returns associated with business activities. Emphasis will be placed on analyzing ethical situations in various aspects of finance in local, national and global business environments. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented with ethical dilemmas and problem-solving situations for which they must apply academic, team-building and critical-thinking skills.

Foods and Nutrition I  
**Prerequisite:** None  
This course examines the nutritional needs of the individual. Students learn fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management. English language arts, mathematics, science, and social studies are reinforced.

Foods and Nutrition II  
**Prerequisite:** Foods and Nutrition I  
In this course, students experience the cross-section of nutrition science and food preparation while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students come to understand food protection, nutrients, lifespan nutrition, sports nutrition, medical nutrition therapy, American and global foodways, and entrepreneurship. English language arts, social studies, mathematics, and science are reinforced.

Game Art and Design  
**Prerequisite:** Digital Design and Animation I  
This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, programming, 2D Visual theory, and interactive play technologies. Students develop physical and virtual games using hands-on experience and a variety of software. Art, English language, arts, mathematics and science are reinforced.

Health Science I  
**Prerequisite:** None  
This course focuses on human anatomy, physiology, human body diseases and disorders, and biomedical therapies. Students will learn about healthcare careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course.

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

Horticulture I  
**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, and career opportunities. English language arts, mathematics, and science are reinforced.
Horticulture II

Prerequisite: Horticulture I
This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and personal development. English language arts, mathematics, and science are reinforced.

Horticulture II - Landscaping

Prerequisite: Horticulture I
This course provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. 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 topics discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. English language arts, mathematics, and science are reinforced.

Hospitality and Tourism

Prerequisite: Marketing OR Principles of Business and Finance OR Sports and Entertainment Marketing I
In this course, students acquire understanding of the economic impact and marketing strategies for hospitality and tourism destinations. Emphasis is on destination complexity, customer relations, economics, legal and ethical responsibilities, safety and security, and tourism promotion. English, language arts, mathematics, social studies and technology are reinforced.

Interior Design I

Prerequisite: None
This course engages students in exploring various interior design professions, while building the content knowledge and technical skills necessary to provide a foundational knowledge of the design industry. Emphasis is placed on the interior design process; human, environmental and behavioral factors; color theory, elements and principles of design; hand sketching/digital design techniques, space planning, selection of products and materials for residential interiors; client relationship building and design communication techniques. English/language arts, mathematics, science, art, and technology are reinforced.

Interior Design II

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

Marketing

Prerequisite: None
In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations. Mathematics and social studies are reinforced.

Marketing Applications

Prerequisite: MM51 Marketing or MI21 Fashion Merchandising
In this course, students will apply an understanding of marketing functions and impact of the functions on business decisions. Through problem solving and critical thinking, students will apply knowledge and skills in the areas of customer relations, economics, financial analysis, channel management, marketing-information management, marketing planning, products and services management, and selling. Relative opportunities are available for students to use technology to acquire and use marketing information. English, language arts, and social studies are reinforced.
Microsoft Excel 2016 (Honors)

Prerequisite: Microsoft Word and PowerPoint

Students in Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. Successful candidates for the Microsoft Office Specialist Excel 2016 certification exam will have a fundamental understanding of the Excel environment and the ability to complete tasks independently. They will know and demonstrate the correct application of the principle features of Excel 2016. Candidates create and edit a workbook with multiple sheets, and they use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data-entry logs. Expert-level candidates for the Excel 2016 exam have an advanced understanding of the Excel environment and have the ability to guide others to the proper use of the program’s features. They create, manage, and distribute professional spreadsheets for a variety of specialized purposes and situations. They customize their Excel environments to meet project needs and to enhance productivity. Expert workbook examples include custom business templates, multiple-axis financial charts, amortization tables, and inventory schedules. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others.

Microsoft Word and PowerPoint

Prerequisite: None

Students in the Microsoft Imagine Academy benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the current version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the current version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. Language arts are reinforced.

Natural Resources I

Prerequisite: None

This course provides an introduction to environmental studies, which includes topics of instruction in renewable and non-renewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat. English language arts, mathematics, and science are reinforced.

Nursing Fundamentals (Honors)

Prerequisite: Health Science II

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

A BCS School Board Approved application is required for this course and is available for review at any time upon request. See the CDC at your high school.

PLTW Civil Engineering and Architecture

Prerequisite: PLTW Introduction to Engineering Design (IED) and PLTW Principles of Engineering (POE)

In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, propels students’ learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles. Art, English language arts, mathematics, and science are reinforced.

PLTW Computer Science A

Prerequisite: PLTW Computer Science Essentials is Recommended

Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases, as well as creating a game for their friends or an app to serve a real need in their community. This course is aligned to the AP CSA framework.

PLTW Computer Science Essentials Honors

Prerequisite: None

Students will experience the major topics, big ideas, and computational thinking practices used by computing professionals to solve problems and create value for others. This course will empower students to develop computational thinking skills while building confidence that prepares them to advance to Computer Science Principles and Computer Science A.
PLTW Computer Science Principles

**Prerequisite:** PLTW Computer Science Essentials is Recommended

Using Python® as a primary tool, students explore and become inspired by career paths that utilize computing, discover tools that foster creativity and collaboration, and use what they’ve learned to tackle challenges like app development and simulation. This course is endorsed by the College Board, giving students the opportunity to take the AP CSP exam for college credit.

PLTW Engineering Design and Development

**Prerequisite:** Pathway to Engineering (PTE)

In this capstone Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students identify a real-world challenge and then research, design, and test a solution, ultimately presenting their unique solutions to a panel of engineers.

PLTW Environmental Sustainability

**Prerequisite:** PLTW Introduction to Engineering Design (IED) or PLTW Principles of Engineering (POE)

In this specialization Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply, and renewable energy. Art, language arts, mathematics, and science are reinforced.

PLTW Introduction to Engineering Design (IED)

**Prerequisite:** None

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students are exposed to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peer and members of the professional community. Art, English, language arts, mathematics and science are reinforced.

PLTW Principles of Engineering (POE)

**Prerequisite:** None

In this foundation Project Lead the Way (PLTW) Pathway to Engineering (PTE) course, students survey engineering and are exposed to major concepts they will encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community. Art, English language arts, mathematics and science are reinforced.

PLTW Principles of Biomedical Sciences

**Prerequisite:** None

This course is designed for students to investigate the human body systems and various health conditions. They determine factors that lead to the death of a fictional person and investigate lifestyle choices.

Principles of Business and Finance

**Prerequisite:** None

This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. Language arts, social studies, and mathematics are reinforced.

Sales I

**Prerequisite:** None

This course will teach students the basic knowledge around the sales profession. Students will explore careers in selling, personal branding, communication skills, customer service, buying behavior, technology, types of selling, product knowledge, and the selling process. Project-based learning, English language arts, mathematics, and social studies are reinforced.
Sales II  
**Prerequisite:** Sales I  
This course will teach students the art of selling and will build on the content from the Sales I course. Students will continue to work on communication and customer service skills in addition to learning about pre and post-sales activities. Students will use role plays to engage in the selling process and will learn to think on their feet. Project-based learning, English language arts, mathematics, and social studies are reinforced.

Sports and Entertainment Marketing I  
**Prerequisite:** None  
In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights, business foundations, concessions and on-site merchandising, economic foundations, human relations, and safety and security. Mathematics and social studies are reinforced.

Sports and Entertainment Marketing II (Honors)  
**Prerequisite:** Sports and Entertainment Marketing I  
In this course, students acquire an understanding of selling, promotion, and market planning of sports, entertainment, and event marketing. Emphasis is on business management, career development, client relations, contracts, ethics, event management, facilities management, legal issues, and sponsorships. English/language arts, mathematics and social studies are reinforced.

Welding Technology I  
**Prerequisite:** None  
This course covers basic industrial and construction welding practices, characteristics, and entry level skills. Topics include safety, tools and equipment, measurement, thermal cutting processes, base metal preparation and shielded metal arc welding (SMAW). Arts, English, Language Arts, Mathematics, and science are reinforced.

Welding Technology II  
**Prerequisite:** Welding Technology I  
This course introduces advanced welding and cutting practices used in industry and construction and emphasizes hands-on experience. Topics include advanced welding and cutting practices, characteristics, and entry level skills. Topics include safety, tools and equipment, measurement, thermal cutting processes, base metal preparation and shielded metal (SMAW) arc welding. Arts, English language arts, mathematics, and science are reinforced.

Woodworking I  
**Prerequisite:** None  
This course introduces career information, employment opportunities, and skills required for work in the woodworking and cabinetmaking industry. Topics include the woodworking industries, health, and safety design and layout, materials, hand tools, power tools, portable and stationary, preparation, construction and assembly, and finishing. English language arts and mathematics are reinforced.  
*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended*

Woodworking II  
**Prerequisite:** IM21 Woodworking  
The course teaches the development of knowledge and advanced skills in the woodworking and cabinetmaking industry. Emphasis is placed on advanced principles applied to the woodworking and cabinetmaking industry. Topics include advanced levels of the cabinet making industry, health and safety, design and layout, materials, hand tools, power tools, portable and stationary, preparation, construction and assembly, and finishing. English language arts and mathematics are reinforced.  
*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.*
JROTC

- Students earn 1 unit of credit for each successfully completed course.
- JROTC programs are designed for students in grades 9-12 and may be taken for 4 years.
- Students receive regulation military uniforms free of charge. Uniforms must be worn once each week and for military functions.
- Each school serves a specialized branch of the armed services which may require its own unique set of standards.
- NO MILITARY SERVICE OBLIGATION RESULTS FROM JROTC PARTICIPATION.

AIR FORCE- Enka High and TCRHS

The mission of Air Force Junior Reserve Officer Training Corps (AFJROTC) is to “Develop citizens of character dedicated to serving their nation and community.” The goals are: All cadets will graduate in four years then either go to college, get a full-time job with promotion potential, enter public service, or enlist in a branch of the military. AFJROTC is designed as a four-year program. The course follows the prescribed Air Force curriculum mix of 40% Aerospace Science, 40% Leadership Education, and 20% Wellness/Physical Training program. The Air Force curriculum changes each year to ensure students do not repeat the same course, but will emphasize citizenship, community service, and self-discipline. Elective credit is awarded for all courses.

Classes are fun, active, and challenging. Students learn skills which help in other classes and help prepare them for life after high school, no matter what college they attend or vocation they decide to pursue. Air Force uniforms are issued free of charge and are worn once each week and for appropriate cadet functions. Students have opportunities for field trips to colleges, museums, military facilities, and historic sites. The cadet corps color guard and drill teams compete against other AFJROTC units and perform at school and community events. Corps activities and class work are designed to build camaraderie among the cadets. Students are given the opportunity to build on their social and leadership skills in a variety of challenging and enjoyable activities. Students who successfully complete each AFJROTC course may be eligible to apply for college credit.

No military service obligation results from participation in the AFJROTC program. Further, the AFJROTC program is not a recruiting program for the military. However, after graduation, students with two or three years of AFJROTC, and who are otherwise qualified, may enlist in a branch of the military with a higher pay scale and advanced rank. Students going on to college may compete for senior ROTC college scholarships which may pay for tuition, fees, textbooks, and provide a tax-free monthly stipend.

Registration for the AFJROTC program is open to freshman through senior classes. All students may be allowed to take two semesters if there is space available. **Prerequisite for all AFJROTC courses:** Cadets are required to wear the AFJROTC uniform once per week and maintain a hairstyle, personal appearance, and standards of behavior in accordance with Air Force requirements. Cadets must be US citizens or permanent resident aliens. Foreign exchange students may participate with special permission. Students should be physically fit and of good moral character. Students must complete each AFJROTC course with at least an overall “C” to continue in the program.

**Aerospace Science I**

Aerospace Science acquaints students with the elements of aerospace and the aerospace environment. It introduces them to the principles of aircraft flight and navigation, the history of aviation, development of air power, contemporary aviation, human requirements of flight, cultural and global awareness, geography, the space environment, space programs, space technology, rocketry, propulsion, the aerospace industry, and survival.

Leadership Education is the portion of the AFJROTC curriculum that develops leadership skills and acquaints students with the practical application of life skills. The leadership education curriculum emphasizes discipline, responsibility, leadership, followership, citizenship, customs and courtesies, cadet corps activities, study habits, time management, communication skills, career opportunities, life skills, financial literacy, management skills, and drill and ceremonies.

The Wellness program focuses on physical fitness, healthy lifestyles, aerobic and strength exercises, Presidential Fitness Test, team sports and team building exercises. Students participate in a wide variety of school and community service projects, and prospective cadets should be willing to participate in these projects.
Aerospace Science II
This is a continuation on the study of Aerospace Science, Leadership Education, and Wellness/Physical Training program. Aerospace Science acquaints students with the elements of aerospace and the aerospace environment. It introduces them to the principles of aircraft flight and navigation, the history of aviation, development of air power, contemporary aviation, human requirements of flight, cultural and global awareness, geography, the space environment, space programs, space technology, rocketry, propulsion, the aerospace industry, and survival.

Leadership Education is the portion of the AFJROTC curriculum that develops leadership skills and acquaints students with the practical application of life skills. The leadership education curriculum emphasizes discipline, responsibility, leadership, followership, citizenship, customs and courtesies, cadet corps activities, study habits, time management, communication skills, career opportunities, life skills, financial literacy, management skills, and drill and ceremonies.

The Wellness program focuses on physical fitness, healthy lifestyles, aerobic and strength exercises, Presidential Fitness Test, team sports and team building exercises. Students participate in a wide variety of school and community service projects, and prospective cadets should be willing to participate in these projects.

Staff Management
Prerequisite: Selected cadet corps leaders based on having completed a minimum of one, and preferably two years in the AFJROTC program, and having completed Leadership Laboratory Activity if available, with specific permission from the AFJROTC instructor.

In conjunction with the Aerospace I and II curriculum, selected cadet corps leaders based on having completed a minimum of one, and preferably two years in the AFJROTC program, and having completed Leadership Laboratory Activity if available, with specific permission from the AFJROTC instructor, will also be placed in each class to manage the entire Corps of Cadets activities under the guidance of the AFJROTC instructors. Cadet corps leaders are expected to be active in after-school preparation for corps projects and extracurricular activities. This hands-on experience affords the opportunity to put the theories of previous leadership training into practice. All planning, organizing, and coordination is done by the cadet staff. Cadets have the opportunity to work with other cadets applying communication, decision-making, personal interaction, managerial, organizational, and leadership skills.

Staff Management Honors
Prerequisite: Cadets must have completed a minimum of one, and preferably two, years in the AFJROTC program, and received a minimum “B” grade in AFJROTC. They must have specific permission from the AFJROTC instructor.

This is an honors-level course oriented toward those cadets already identified as outstanding and are doing the work required of cadet corps leaders. Cadets for this advanced leadership course serve as members of the cadet corps leadership and are expected to apply higher-level leadership, organizational, communication, and personal interaction skills in their duty performance. Students are also required to accomplish a major research project with a written report and formal presentation to a panel of faculty members.

ARMY JROTC - AC Reynolds High School, CD Owen High School and Clyde A. Erwin High School

Army JROTC is a cadet run organization that teaches basic leadership, discipline, self-confidence, and encourages teamwork. Cadets are taught basic military knowledge, rules, regulations, and etiquette. Cadets are given opportunities to gain leadership roles while participating in JROTC teams. There is no obligation to join the military with taking the JROTC courses, but cadets receive multiple benefits if they do decide to join any of the four services.

The Army JROTC program develops in each cadet:
1. Ethical values and principles that underlie good citizenship
2. Leadership potential with the ability to live and work with others
3. Ability to think logically and communicate effectively
4. Appreciation of the importance of physical fitness in health
5. Knowledge of the effects and dangers of substance abuse
6. Mental management abilities such as goal setting, visualization, and positive self-esteem
7. Familiarity with the history, purpose and structure of the military
8. Knowledge of educational and vocational opportunities and development of basic skills necessary to work effectively
9. An understanding of the importance of high school graduation to a successful future
Army JROTC I
Students develop knowledge and understanding in: Citizenship (Foundations of the JROTC Program, introduction to military organizations and procedures, and individual and unit drill), basic leadership principles, Foundations for Success (learning styles; study and communication skills), conflict resolution techniques, introduction to a financial planning program, and service learning. Elective topics may include physical training/development, rope course activities, rifle marksmanship, survival/outdoor skills and introduction to map reading/land navigation.

Army JROTC II (Prerequisite: Army JROTC I)
Students focus on the development of knowledge and skills in wellness, fitness and first aid, (nutrition, first aid, injury prevention and drug awareness), citizenship and American government (group meeting process, constitutional rights and civil and military justice systems) and basic map reading. Elective topics may include physical training/development, rope course activities, rifle marksmanship, and survival/outdoor skills.

Army JROTC III (Prerequisite: Army JROTC I & II)
This course offers advanced work in leadership theory and application (diversity, performance indicators, negotiation, decision making and problem solving, foundations for success (communication, personal organization, financial planning and career exploration), and continuation in the development of leadership, drill, physical training/development and other elective subjects introduced in JROTC I and II.

Army JROTC IV (Prerequisite: Army JROTC I, II & III)
Students develop a knowledge and understanding of: the Department of Defense and the roles and missions of the armed services, advanced leadership principles (power bases and influence, leadership styles, management skills and motivation); teaching skills (lesson development, delivery and feedback), financial management skills and outdoor survival skills. Also includes continuation in the development of leadership, drill, physical training/development and other previously introduced electives. Cadets have multiple opportunities to assume leadership roles including preparing and presenting a lesson to the class, leading everyday functions of the corps, and reviewing how leader and staff responsibilities are organized and carried out.

JROTC Staff Leadership and Management
Prerequisites: JROTC I, II, III; attendance at a JROTC Cadet Leadership Challenge (can be waived); minimum 2.5 GPA (all courses) and a 3.0 in JROTC courses; Instructor approval; or JROTC Staff Leadership and Management- Honors (Grade Level: 11 and 12)
Selected students serve as cadet senior leaders (Commander, Executive Officer, Command Sergeant Major) and primary staff for the cadet Battalion organization. This hands-on experience affords students the opportunity to apply leadership and management skills learned in previous JROTC courses. Students are assigned a specific area of responsibility, taught how to perform and manage their duties, and conduct the planning, decision-making, coordination, control and execution of cadet activities during the school year. Students are required to use their personal leadership, organizational, communication, and personal interaction skills in the performance of their duties. Students are also expected to: occasionally be available at times in excess of daily class (i.e. before/after school, weekend trips/activities, etc.), maintain passing grades in other courses/subject areas, maintain a superior discipline record, and have an above average record in JROTC courses and extracurricular program activities. Students approved for the honors option are also required to complete a semester project (in an approved topic) and a presentation to a panel of faculty members. The project may be a research paper, scientific analysis or a service project (with written summary and personal reflection).

JROTC Drill and Rifle Team
Prerequisite: Senior Army Instructor’s Signature
This course covers basic drill and ceremonies from individual drill through battalion level drill. Emphasis is placed on fancy drill. Cadets who take this course are required to participate as a member of the school JROTC Drill Team and will be required to participate in all parades and drill meets throughout the school year. Some after school practice is required in preparation for drill meets or community service. Special uniforms are provided for these cadets at no expense to the cadet. Enrollment in this course requires the approval of the Senior Army Instructor.
Naval JROTC- North Buncombe High School

The purpose of the Naval Junior Reserve Officer Training Corps (NJROTC) is to introduce students to the precepts of leadership, and instill the value of goals and plans for the future. It also develops a sound appreciation to the heritage and traditions of America with emphasis on the role of the sea services in our military traditions. It includes info on the organization and mission of the United States Navy, military in general, drill, ceremonies, uniform regulations, physical fitness, orienteering (Land Navigation), principles of health, first aid and survival.

Mission of Program

- Instill Self-Discipline
- Develop Informed And Responsible Citizens
- Promote Patriotism
- Promote Habits Or Orderliness And Precision And Develop Respect For Constituted Authority
- Develop a High Degree Of Personal Honor, Self-Reliance, And Leadership
- Promote An Understanding Of The Basic Elements And Requirements for National Security
- Promote An Understanding Of The Basic Elements And Requirements for Constituted Authority In A Democratic Society

Navy JROTC I

Prerequisite: None

This course is designed to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. It also develops a sound appreciation for the heritage and traditions of America with emphasis on the role of the sea services in our military traditions. It includes information on the organization and mission of the Navy and Marine Corps, military drill and ceremonies, uniform regulations, physical fitness, orienteering, principles of health, first aid, and survival.

Navy JROTC II

Prerequisite: JROTC I

This course is designed to develop a sound appreciation for the heritage and traditions of America and the historically significant role of sea power in America’s future. Each cadet will foster a growing sense of pride in the program, their associates and self. In addition to a section devoted to leadership the course is divided into sections on Maritime History from early western civilization to the present, and Nautical Sciences which include maritime geography, oceanography, meteorology, and astronomy.

Navy JROTC III Honors

Prerequisite: JROTC II

This course is designed to further develop the understanding and importance of sea power and national security. The course has a section on Naval knowledge that includes sea power and national security, naval operations and support functions, military justice, and international law of the sea, and a section on Naval skills including shipboard damage control, deck seamanship, navigation, international rules of the road, maneuvering board and naval weapons. Leadership is re-emphasized through discussion and study.

Navy JROTC IV/IV Honors*

Prerequisite: JROTC III

This is the capstone course on leadership. The course builds on the qualities of good followers and effective leaders provided in Naval Science I, II, and III. It takes an in-depth look at leadership and how to maximize skills through a series of video case studies where leadership characteristics are observed and discussed. Finally, Cultural Studies are examined with an emphasis on the Middle East.

*Honors statement: In addition to the ROTC IV curriculum, this class focuses on improving writing and communication skills with discussions on the ethics of decisions made by leaders.

Navy JROTC Staff Procedures

Prerequisite: Junior/Senior and approval by Senior Naval Sciences Instructor (SSNI)

Co-requisite: Concurrent enrollment in NJROTC II, III or IV for the school year

This course develops skills in applied leadership, administrative functions and procedures, supply functions and procedures, and applied communications techniques. Basic computer skills are required. Students in this class ensure the company runs smoothly and efficiently.

Navy JROTC Varsity Drill Team

Prerequisite: Teacher recommendation, prior JROTC course and concurrent enrollment any JROTC class for the school year.

This course covers the basic drill and ceremonies from individual drill through battalion level drill. Cadets who take this course are required to participate in approximately six (6) drill meets throughout the school year. These meets are usually conducted on Saturdays. Additional uniforms are provided at no expense to the cadet.

51
• Students earn 1 unit of elective credit for each successfully completed course.
• ESL courses help students whose native language is not English. ESL courses provide language support with the goal of preparing students to succeed in regular education courses. Students should consult with their counselor to determine course placement.

ESL Beginning

Prerequisite: To enroll in this course a student’s cumulative English Language proficiency score (as indicated by the WIDA screener or ACCESS) is between 1.0 and 2.0 and within the first or second year in U.S. schools or by ESL teacher recommendation.

This course begins with building basic interpersonal communication skills and provides cultural awareness and other supports to help students acclimate to the academic rigor demands of Buncombe County Schools. Students will build their English language proficiency through interactive activities that engage all language skills (speaking, listening, reading and writing) and academic language within the English Language Development Standards (Language of Social and Instructional, Language of Language Arts, Language of Mathematics, Language of Science, Language of Social Studies). Students may take this course for one or two semesters.

ESL Developing

Prerequisite: To enroll in this course a student’s cumulative English Language proficiency score (as indicated by the WIDA screener or ACCESS) is between 2.0 and 3.5 or by ESL teacher recommendation.

This course is designed to teach English Learners at the Beginning and Developing English language proficiency levels. The emphasis of this course is on developing fluency and more sustained, complex oral and written communication. Students continue to expand their vocabulary and acquire greater precision in the use of grammatical forms. Students hone their academic literacy skills for comprehension and effective writing by reading and responding to literary and expository texts. Student learning will be guided by the English Language Arts standards and the English Language Development Standards (Language of Social and Instructional, Language of Language Arts, Language of Mathematics, Language of Science, Language of Social Studies).

ESL Expanding

Prerequisite: To enroll in this course a student’s cumulative English Language proficiency score (as indicated by the WIDA screener or ACCESS) is between 3.5 and 5 or by ESL teacher recommendation.

This course is designed to teach English Learners at the Expanding and Bridging English language proficiency levels. The emphasis of this course is on producing organized, cohesive, and coherent speaking and writing using technical and abstract vocabulary and a variety of grammatical structures. Students study literary and informational texts that include rich descriptive discourse with complex grammatical constructions and technical and abstract content-area language. Student learning will be guided by the English Language Arts standards and the English Language Development Standards (Language of Social and Instructional, Language of Language Arts, Language of Mathematics, Language of Science, Language of Social Studies).
Future Ready Core - Occupational Course Study

- Students earn 1 unit of credit for each successfully completed course, unless otherwise stated.
- All courses are aligned with the North Carolina Standards.
- This individualized course of study is determined by the student’s IEP team and is a four-year track to prepare students with learning differences for occupational careers.

English I (course code: 9210BXO)
Students in English I will study literature, informational texts, poetry, drama, biographical works, and art from all genres to gain knowledge of culture, current events and themselves. They will gain the reading and writing skills necessary to write, analyze and evaluate detailed arguments.

English II (course code: 9211BXO)
English II students will study literature, informational texts, poetry, drama, biographical works, and art from around the world to come to a better understanding of world cultures, contemporary issues, and their world. They will fine tune the reading and writing skills necessary to write, analyze and evaluate detailed arguments.

English III (course code: 9212BXO)
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 in English III is critical analysis of texts through reading, writing, speaking, listening, and using media.

English IV (course code: 9213BXO)
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 lifelong learners. Students continue to explore expressive, expository, argumentative, and literary contexts with a focus on British Literature. The emphasis in English IV is on argumentation by developing a position of advocacy through reading, writing, speaking, listening, and using media.

Intro to Mathematics (course code: 9220BXO)
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 manipulatives to calculators, should be used regularly for instruction and assessment.

NC Math I (course code: 9225BXO)
This rigorous course is designed to formalize and extend the mathematics learned in the middle grades. The topics studied seek to deepen and extend the understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. CCM I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. Culminating units of study tie together the algebraic and geometric ideas studied and also provide students opportunities to have experiences with more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between two quantities. They further use graphical representations and knowledge of the context to make judgments about the appropriateness of the linear models. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment.

Financial Management (course code: 9222BXO)
Financial Management assists with preparing students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs.

Applied Science (course code: 9231BXO)
Students learn about energy, the environment, conservation, and chemical exposure. The students also study human body systems and learn how they work together to regulate health. Students explore these topics through hands-on activities and by applying the concepts they learn to real world situations.
Biology (course code: 9232BXO)
Students survey the history and development of biology including an introduction to biochemistry, cellular biology, physiology, genetics, organisms, and life processes. In addition to reading, students will engage in laboratory activities to develop process and problem solving skills.

American History: Founding Principles, Civics and Economics (course code: 9249BXO) required
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. Furthermore, this course serves as a foundation for United States History. It is recommended that this tenth grade course, Civics and Economics, directly precede the eleventh grade United States History survey course to maintain continuity and build historical perspective.
As informed decision-makers, students will apply acquired knowledge to real life experiences. When studying the legal and political systems, students will become aware of their rights and responsibilities and put this information into practice. The economic, legal, and political systems are balanced for presentation and, like other social studies subjects, this course lends itself to interdisciplinary teaching. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence.

American History I (course code: 9247BX0)
This course will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution.

American History II (course code: 9248BX0)
This course will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. This course will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world.

Preparation I (course code: 9240BX0) (1 credit)
This course introduces students to the attitudes, behaviors, and habits needed to obtain employment, become a valued employee, and be considered for career advancements. Students will participate in school-based learning activities to develop a positive work ethic including on-campus vocational training in school factories, work-based enterprises, and the operation of small businesses. To pursue their career interests, students will be able to gain hands-on vocational training through Workforce Development Education courses. Students will begin the process of formal career planning.

This course includes the School-Based Enterprise component (SBE). Students must earn 150 SBE hours during 9th and 10th grade years.

A school-based enterprise is a simulated or actual business conducted by a school. It replicates a specific business and is a learning experience that provides direct links between classroom learning and the world of work.

- Provides an opportunity for students to develop self-confidence and leadership skills
- Increases student awareness and connections between work and community well-being
- Promotes student pride in their work through relevant work related experiences
- Gives students real practice in entrepreneurship, accounting, budgeting, cash-flow management, marketing, inventory control, and business/industry/technical skills
- Gives students experience in problem solving, communication, interpersonal relations and learning within the context of work
Preparation II (course code: 9241BXO) (2 credits/2 consecutive blocks)
This course provides students with a repertoire of basic skills that will serve as a foundation for future career application. Basic skills include the ability to manage resources, use technology, solve problems, learn new job skills, and regulate one's energy to stay productive throughout the work day. Students also learn how to communicate their own needs and ideas, get along with people from different backgrounds, and work productively in teams. Students will expand their school-based learning activities to include on-campus jobs and refine their job-seeking skills. This course includes the School-Based Enterprise component (SBE). Students must earn 150 SBE hours during 9th and 10th grade years.

A school-based enterprise is a simulated or actual business conducted by a school. It replicates a specific business and is a learning experience that provides direct links between classroom learning and the world of work.

- Provides an opportunity for students to develop self-confidence and leadership skills
- Increases student awareness and connections between work and community well-being
- Promotes student pride in their work through relevant work related experiences
- Gives students real practice in entrepreneurship, accounting, budgeting, cash-flow management, marketing, inventory control, and business/industry/technical skills
- Gives students experience in problem solving, communication, interpersonal relations and learning within the context of work

Preparation III (course code: 9242BXO) (2 credits/2 consecutive blocks)
Students refine the skills they learned in Occupational Preparation I and II through community-based training, job shadowing, internships, job sampling, situational assessment, cooperative education, and apprenticeships. Students will have multiple opportunities to demonstrate effective work habits, develop leadership skills, and practice self-determination.

This course gives students the opportunity to apply job skills in a community business setting through an internship. Students are required to earn 225 hours of community-based training during this internship. Feedback will be provided to students in the form of evaluations from community partners.

Preparation IV (course code: 9243BXO) (1 credit but can be used as many times as needed during senior year)
This course gives students the opportunity to synthesize the skills they acquired in previous Occupational Preparation courses and apply them to their personal career choice. Students solve work related problems, practice self-advocacy, and learn about the theoretical and practical aspects of their career choice. To earn an Occupational Course of Study diploma, students must complete 225 paid hours of competitive employment in a community setting. As the final step to securing employment, students will develop a digital job placement portfolio that includes a record of their high school experience.

Self Advocacy Development (course code: 9246BXO)
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 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-secondary experiences.
Additional Electives

- These courses may not be offered at each school. Please see your school’s registration team for more details.
- Journalism offerings may be offered through prints, digital, yearbook or broadcast options. Courses may be available at both standard and honors levels.

Yearbook

Yearbook I

Prerequisite: None

As a member of the Yearbook staff, students learn to write and edit copy and captions, design layouts, take pictures, and develop themes. They will learn to use software programs for layout and design.

Yearbook II/III/ IV

Prerequisite: Yearbook I, II, or III

As members of the Yearbook production staff, students learn leadership and develop high-level skills in copywriting and editing, layout design, journalistic photography, marketing, and advanced desktop publishing. Students design specific yearbook pages and are graded on the product.

Yearbook III/IV Honors

Prerequisites: Yearbook II or III (After-school time is required.)

Students take full responsibility for the leadership aspect of publishing the school’s yearbook including copy writing, layout design, and editing, journalistic photography, advanced desktop publishing, business planning, advertising, marketing, and distribution of the book.

Journalism- Print/Broadcast/Multimedia

Newspaper Journalism I

Prerequisite: None

This course provides an introduction to the history and verbiage of newspaper journalism. Students will learn to write various types of articles such as news, sports, and editorials. They will study the function and style of newspapers, laws that regulate the press, and the language skills needed for quality newspaper writing. Newspapers may be published online or in print. See individual school for details.

Newspaper Journalism II/III/IV

Prerequisites: Newspaper Journalism I, II, or III

Students comprise the staff of the school newspaper and are expected to master the skills required to write and edit stories, compose a page, design layouts, sell ads, and distribute the paper. Newspapers may be published online or in print. See individual school for details.

Newspaper Journalism III/IV Honors

Prerequisite: Newspaper Journalism II or III (After-school time is required.)

Students master newspaper production including article conception, story/art/photo assignment, reporting, writing/editing/proofreading, layout, desktop publishing, and communication with the printer, business planning, advertising, and distribution of the newspaper. Newspapers may be published online or in print. This is a school level decision.

Broadcast Journalism

Prerequisite: None

As a member of the broadcast staff, students learn the aspects of producing a school newscast. This may include researching stories, interviews, camera-work and other technical responsibilities. Please see the school instructor for more details.
**Service Centered Electives**

**Library Media Science**
This course is designed to develop information and technology literacy skills. Reading, writing, research, and documentation skills are emphasized. Students learn interpersonal skills, communication skills, and gain confidence in using library skills while working with the operation and organization of the media center. Students work with automated circulation of materials, photocopy requests, shelving of books and magazines, maintaining mobile labs, daily inventory of equipment, use of technology equipment, and the location of resources. Students will complete written assignments, journal entries, book reviews, and acquire knowledge and skills that support the media program. Each student will be expected to model ethical behavior and to reflect the high standards expected in the workplace. Assessment will involve successful completion of these activities as well as daily performance.

**PEP Peer Tutoring I- TC Roberson only**
This introductory class will provide a framework of curriculum designed to introduce regular education students to the students with disabilities in the Progressive Education Program (PEP) on the T. C. Roberson High School campus.

**PEP Peer Tutoring II- TC Roberson only**
*Prerequisite: Two or more successful semesters of PEP Peer Tutoring I.*
Available to seniors only, students in this course will be assigned to the PEP at Estes Elementary or Valley Springs Middle School. Peer tutors must have good attendance, the ability to work independently, and the ability to work well with disabled peers. Students must provide their own transportation to and from the elementary and middle school PEP sites.

**Teacher Cadet I Honors**
*Prerequisite:* Available to 11th and 12th grade students only. Students will be assigned to a teacher at a local elementary, intermediate, or middle school. Students must provide their own transportation.
If a student is considering teaching as a career, this is the ideal course to take. This course is designed to introduce students to the field of education by providing them with four distinct learning units:
Unit I – The Learner: the students become better acquainted with themselves as individuals, learners, and community members
Unit II – The School: students develop a greater understanding of the history of education in our state and nation, as well as insights into the structure and functions of our schools and school systems
Unit III – Experiencing Education: students become acquainted with the teacher as both a person and a professional; this unit includes an extended field experience in one or more classrooms
Unit IV – Culminating Activities: students participate in a number of activities that allow them to reflect on and appreciate their experiences in the Teacher Cadet program

**Teacher Cadet II Honors**
*Prerequisite: Teacher Cadet Honors I. Available to 11th and 12th grade only*
Teacher Cadet II is designed to provide additional field experience for those students who have successfully completed the Teacher Cadet I course. For students who know they want to enter the education profession, this field experience will enhance their experience and understanding of classroom instruction and challenges facing education today.
**Additional Learning Opportunities**

**Distance Learning/Online Courses**

Distance learning opportunities provide students with these opportunities:

- *Flexible scheduling*
- *Individualized pacing*
- *Earn high school and/or college credits*
- *Use college credit courses to meet/replace high school graduation requirements*
- *Enroll in courses not offered in your high school*
- *Develop computer skills and capacity for independent learning*

Enrollment in these courses requires the approval of the school counselor, and the student’s legal guardian. Courses which are a direct replacement for core classes that are offered face-to-face can only be offered under special conditions, such as a schedule conflict which might prevent the student from maximizing their educational outcomes, or an enriched 4-year pathway (e.g., an accelerated CCP transfer pathway) developed in collaboration with the school guidance counselor.

Please contact your school counselor or visit [https://sites.google.com/bcsemail.org/bcs-dl](https://sites.google.com/bcsemail.org/bcs-dl) for more information.

**North Carolina Virtual Public Schools (NCVPS)**

North Carolina Virtual Public Schools (NCVPS) awards high school course credits to students who successfully complete online core courses, Advanced Placement courses, and/or honors courses. Students may use NCVPS online courses to meet high school graduation requirements or enhance transcripts for college applications. Students should meet with their high school’s online course advisor to enroll in an NCVPS online high school course and have the course added to their schedule. NCVPS Distance Learning Advisors (DLA) at the school will complete the registration process. For additional information regarding NCVPS, visit [http://www.ncvps.org/](http://www.ncvps.org/).

**CLICK HERE TO VIEW NCPVS ONLINE HIGH SCHOOL COURSES**

**North Carolina School of Science and Math (NCSSM)**

North Carolina School of Science and Math (NCSSM) offers students the opportunity to take courses from their high school catalog while at their home high school. Please see your counselor for more information about this opportunity.

**CLICK HERE TO VIEW NCSSM ONLINE HIGH SCHOOL COURSES**
**Twilight School**

Oftentimes, students find themselves one or two credits short of having enough to graduate on time or move to the next grade level with their classmates.

Twilight School is a free evening program for high school students who need to earn new credits or recover credits previously failed. A full line of core academic courses is available in an online credit recovery option, while new credit offerings will be determined by student need. Credit recovery sessions are approximately 8 weeks in length and a student can recoup two credits by attending both sessions. New credit courses are 16 weeks in length, allowing students to earn one new credit.

Applications and additional information are available on the Buncombe County Schools’ home page. Students are encouraged to first talk with their counselor or graduation initiative specialist to determine the best course(s) to choose based on individual circumstances and your graduation plan.

**Mini-mester**

Mini-mester is a free summer program for any Buncombe County School student in grades 10-12. Priority will be given to students who need the credits to graduate on time or to get back on track toward graduation. Typically, we do not have room for 9th graders but will consider repeating 9th graders if room permits.

We offer a combination of new courses that are taught by a teacher and also course recovery classes that are completed online. Courses that are tentatively scheduled are: English IV, Senior Project Seminar, Math 3 and 4, Biology, Civics, and American History 1 and 2. The final determination of courses to be offered will be based on students’ requests and budget.

Applications and additional information are available on the Buncombe County Schools’ home page. Students are encouraged to first talk with their counselor or graduation initiative specialist to determine the best course(s) to choose based on individual circumstances and your graduation plan.
AB Tech: Career & College Promise

The AB Tech Career & College Promise dual-enrollment program is an excellent opportunity for qualified high school students to take tuition-free college classes, many of which transfer seamlessly to public and private universities in North Carolina. Participating students earn both high school and college credit, tuition free.

High school AND college credit is awarded upon successful completion of AB Tech courses. Courses that transfer directly to the university system carry advanced credit in high school and earn an additional quality point (equivalent to AP quality points for students who entered high school in the 2015-16 school year or later). AB Tech courses use college textbooks, course syllabi, and grading policies, and are taught with the same rigor as those taught to college students. High school students are reminded that all AB Tech classes will be included on a student’s college transcript, which follows the student through his or her post-secondary years, regardless of educational goals.

Certain AB Tech courses or course combinations can count towards high school graduation requirements, but must be taken as part of an approved graduation plan developed with the school:

<table>
<thead>
<tr>
<th>High School Credit/Graduation Requirement</th>
<th>Community College Courses</th>
<th>Current PowerSchool Course Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History I</td>
<td>HIS 131 American History I</td>
<td>4C055X0 (HIS 131)</td>
</tr>
<tr>
<td>American History II</td>
<td>HIS 132 American History II</td>
<td>4C065X0 (HIS 132)</td>
</tr>
<tr>
<td>Biology</td>
<td>BIO 111 General Biology I and BIO 112 General Biology II</td>
<td>3C065X0 (BIO 111) 3C055X0 (BIO 112)</td>
</tr>
<tr>
<td>English III</td>
<td>ENG 111 Writing &amp; Inquiry and ENG 112 Writing/ Research in the Disciplines and ENG 231 American Literature I or ENG 232 American Literature II</td>
<td>1C025X0 (ENG 111) 1C035X0 (ENG 112) 1C075X0 (ENG 231) 1C085X0 (ENG 232)</td>
</tr>
<tr>
<td>English IV</td>
<td>ENG 111 Writing &amp; Inquiry and ENG 112 Writing/Research in the Disciplines and ENG 241 British Literature I or ENG 242 British Literature II</td>
<td>1C025X0 (ENG 111) 1C035X0 (ENG 112) 1C115X0 (ENG 241) 1C125X0 (ENG 242)</td>
</tr>
<tr>
<td>Fourth Math credit</td>
<td>MAT 143 Quantitative Literacy or MAT 152 Statistical Methods I or MAT 171 Pre-calculus Algebra or MAT 172 Pre-calculus Trigonometry or MAT 263 Brief Calculus or MAT 271 Calculus I or MAT 272 Calculus II</td>
<td>2C015X0 (MAT 143) 2C025X0 (MAT 152) 2C035X0 (MAT 171) 2C045X0 (MAT 172) 2C055X0 (MAT 263) 2C065X0 (MAT 271) 2C075X0 (MAT 272)</td>
</tr>
<tr>
<td>Physical Science credit</td>
<td>CHM 151 General Chemistry I and CHM 152 General Chemistry II; or PHY 151 College Physics I and PHY 152 College Physics II; or PHY 251 General Physics I and PHY 252 General Physics II</td>
<td>3C085X0 (CHM 151) 3C095X0 (CHM 152) 3C195X0 (PHY 151) 3C205X0 (PHY 152) 3C215X0 (PHY 251) 3C225X0 (PHY 252)</td>
</tr>
<tr>
<td>World History</td>
<td>HIS 111 World Civilizations I and HIS 112 World Civilizations II</td>
<td>4C035X0 (HIS 111) 4C045X0 (HIS 112)</td>
</tr>
</tbody>
</table>

Elective credits can be earned for other courses in the transfer pathway.

Career & College Promise courses do involve some programmatic expenses, including some student fees, text books and supplies. These costs are the responsibility of the student enrolling in the course. The minimum entrance standards and general enrollment criteria for the AB Tech Career & College Promise program include:
College Transfer Pathways (courses transfer to UNC System and dozens of NC private colleges)

- Junior or Senior status (unless at Early College or Nesbitt Discovery Academy)
- Minimum cumulative weighted GPA (requirement currently being adjusted)
- Demonstration of college readiness on an assessment test (requirement currently being adjusted)
- Completion of all AB Tech mandated pre-requisites for any requested course
- Completion of all required paperwork/online forms at both the college and high school sites

Click here for complete admission requirements for the transfer pathway.

Career-Technical Pathways (courses that can be applied to career-technical AB Tech degrees)

- Junior or Senior status (unless at Early College or Nesbitt Discovery Academy)
- Minimum Cumulative weighted GPA (requirement currently being adjusted)
- Completion of all AB Tech mandated pre-requisites for any requested course at the time the course is taken
- Completion of all required paperwork/online forms at both the college and high school sites

An online application will be available during pre-registration in the spring. Courses are offered based on student demand. The form asks for an alternate choice. The choices made by students are binding for the semester or for the year. Here are some things to consider:

- Some classes start after the high school semester has begun, but **many courses start before the first day of the high school semester; students must start attending (or logging on to) those classes before returning to high school for the semester.**
- Many courses in the transfer pathways are available online, and can be taken during any class period (or as a 5th period by special arrangement).
- Select courses are available in the summer.
- A few AB Tech classes occur during the high school fourth block, but most are offered several times of day.
- Most AB Tech classes do not meet every day of the week; however, students are able to access online coursework at any hour of any day.
- Any student who withdraws from an AB Tech class without the approval of the high school receives a grade of F on his/her permanent high school transcript and is not allowed to register for future dual-enrollment classes. This could affect a student’s ability to access financial aid when attending college after graduation.
- Students who want to register for AB Tech classes should speak to their school counselor; however, to speak to an AB Tech representative, contact the division at ccp@abtech.edu or 828-398-7900. Dr. Fairley Pollock (EHS, NDA), Ms. Becky Garland (NBHS), Mr. Stephen Maag (BCEC, BCMC, CDOHS, TCRHS), or Ms. LaVie Montgomery (ACRHS, CAEHS) should be contacted if a student wants a class that is not 4th block face-to-face at AB Tech.

A-B Tech offers a summer JumpStart Program. This is a tuition-free college credit opportunity for rising and current seniors at each high school. This collaborative program allows rising seniors to take college courses during the summer between the junior and senior year and the summer after the senior year to accumulate college credits before entering college. Students may earn up to 21 college credits depending on the number of courses they choose to take, moving them closer to the college degree or certificate they plan to pursue.

A list of available AB Tech courses can be found on the following pages (subject to change).

*Course is also offered in a career-technical pathway
**Course has a prerequisite course
***Course is available late-start in fall semester only
## AB Tech Community College Transfer Classes

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Title (course descriptions available at abtech.edu)</th>
<th>Arts Transfer Pathway</th>
<th>Sciences Transfer Pathway</th>
<th>Class starts after HS start date</th>
<th>Class offered online</th>
<th>At ABT 4th Block</th>
<th>Class Offered Other Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111*</td>
<td>Writing and Inquiry*</td>
<td>X*</td>
<td>X*</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ENG 112**</td>
<td>Writing in the Disciplines**</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>COM 231</td>
<td>Public Speaking</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PSY 150*</td>
<td>General Psychology*</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SOC 210*</td>
<td>Intro to Sociology*</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>HIS 111</td>
<td>World Civilizations I</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>HIS 112</td>
<td>World Civilizations II</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>HIS 131</td>
<td>American History I</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>HIS 132</td>
<td>American History II</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>POL 120</td>
<td>American Government</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ECO 251</td>
<td>Microeconomics</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ECO 252**</td>
<td>Macroeconomics**</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ART 114</td>
<td>Art History I</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ART 115</td>
<td>Art History II</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ENG 231**</td>
<td>American Literature I**</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ENG 232**</td>
<td>American Literature II**</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ENG 241**</td>
<td>British Literature I**</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ENG 242**</td>
<td>British Literature II**</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Introduction to Jazz</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PHI 215**</td>
<td>Philosophical Issues</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>CTE Pathway name</td>
<td>Class starts after HS start date</td>
<td>Class offered online</td>
<td>At ABT 4th Block</td>
<td>Class Offered Other Times</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------</td>
<td>--------------------</td>
<td>---------------------------------</td>
<td>----------------------</td>
<td>------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>PHI 240**</td>
<td>Introduction to Ethics**</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MAT 143</td>
<td>Quantitative Literacy</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MAT 152</td>
<td>Statistical Methods I</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MAT 171</td>
<td>Precalculus Algebra &amp; Lab</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MAT 172**</td>
<td>Precalculus Trig &amp; Lab**</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MAT 271**</td>
<td>Calculus I and Lab**</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>BIO 110</td>
<td>Principles of Biology</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>BIO 111***</td>
<td>General Biology I &amp; Lab***</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AST 111</td>
<td>Descriptive Astronomy</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AST 151</td>
<td>General Astronomy</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>GEL 111</td>
<td>Introductory Geology</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PHY 110</td>
<td>Conceptual Physics</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PHY 151</td>
<td>College Physics</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>CHM 151**</td>
<td>General Chemistry &amp; Lab**</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>SPA 111/112</td>
<td>Elementary Spanish I &amp; II</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>FRE 111/112</td>
<td>Elementary French I &amp; II</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**AB Tech Community College Transfer Classes in CTE Pathways**

**Demonstration of college readiness on a testing assessment is not required for classes below except for courses with a * designation**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>CTE Pathway name</th>
<th>Class starts after HS start date</th>
<th>Class offered online</th>
<th>At ABT 4th Block</th>
<th>Class Offered Other Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 210</td>
<td>Introduction to Sociology</td>
<td>Human Services</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SOC 213</td>
<td>Sociology of the Family</td>
<td>Human Services</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PSY 150</td>
<td>Introduction to Psychology</td>
<td>Human Services</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PSY 241**</td>
<td>Developmental Psychology**</td>
<td>Human Services</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PSY 241**</td>
<td>Developmental Psychology**</td>
<td>Human Services</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PSY 281**</td>
<td>Abnormal Psychology**</td>
<td>Human Services</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>CIS 110</td>
<td>Intro to Computers</td>
<td>Computer Basics</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>CIS 115*</td>
<td>Intro to Programming &amp; Logic</td>
<td>Computer Basics</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
<td>CTE Pathway name</td>
<td>Class starts after HS start date</td>
<td>Class offered online</td>
<td>At ABT 4th Block</td>
<td>Class Offered Other Times</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------</td>
<td>--------------------------</td>
<td>---------------------------------</td>
<td>----------------------</td>
<td>-----------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>AUT 116/A</td>
<td>Engine Repair and lab (Fall)</td>
<td>Automotive Technology</td>
<td>X</td>
<td>X</td>
<td>3rd&amp;4th</td>
<td>X</td>
</tr>
<tr>
<td>AUT 151/A</td>
<td>Brake Systems / Lab (Spring)</td>
<td>Automotive Technology</td>
<td>X</td>
<td>3rd&amp;4th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUT 181</td>
<td>Engine Performance I (Spring)</td>
<td>Automotive Technology</td>
<td>X</td>
<td>3rd&amp;4th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUT 281</td>
<td>Adv. Engine Performance (Spring)</td>
<td>Automotive Technology</td>
<td>X</td>
<td>3rd&amp;4th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRN 110</td>
<td>Intro to Transportation Tech (Fall)</td>
<td>Automotive Technology</td>
<td>X</td>
<td>3rd&amp;4th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRN 120</td>
<td>Basic Transp. Electricity (Fall)</td>
<td>Automotive Technology</td>
<td>X</td>
<td>3rd&amp;4th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 119</td>
<td>Intro to Early Childhood Ed.</td>
<td>Early Childhood</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>EDU 144*</td>
<td>Child Development I</td>
<td>Early Childhood</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>ETR 210</td>
<td>Intro to Entrepreneurship</td>
<td>Entrepreneurship</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>BPR 111</td>
<td>Blueprint Reading (Fall)</td>
<td>Machining (metals)</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>BPR 121</td>
<td>Blueprint Reading Mechanical (Spring)</td>
<td>Machining (metals)</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>ISC 112</td>
<td>Industrial Safety (Spring)</td>
<td>Machining (metals)</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MAC 121</td>
<td>Introduction to CNC (Fall)</td>
<td>Machining (metals)</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MAC 151</td>
<td>Machining Calculations (Fall)</td>
<td>Machining (metals)</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MAC 152</td>
<td>Adv. Machining Calculations (Spring)</td>
<td>Machining (metals)</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>WEB 115</td>
<td>Web Markup &amp; Scripting</td>
<td>Computer Basics</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
### Non-Transfer CTE Classes Offered at AB Tech Main Campus 8am-11am (no testing required)
*(Classes start in August and January before the high school semester begins)*

<table>
<thead>
<tr>
<th>Class</th>
<th>CTE Pathway name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technology (working on cars)</td>
<td>Automotive Technology</td>
</tr>
<tr>
<td>Welding</td>
<td>Welding Technology</td>
</tr>
<tr>
<td>Computer-Aided Drafting</td>
<td>Computer-Integrated Machining</td>
</tr>
</tbody>
</table>

### Non-Transfer CTE Classes Offered at AB Tech South Site, Airport Road, Arden (no testing required)
*(Classes start in August and January before the high school semester begins)*

<table>
<thead>
<tr>
<th>Class</th>
<th>CTE Pathway name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Navigation (MW, 10-noon, Fall Term- Evening Sections also available)</td>
<td>Private Pilot Basic Certificate</td>
</tr>
<tr>
<td>Aviation Laws (MW, 1-2pm, Fall Term- Evening Sections also available)</td>
<td>Private Pilot Basic Certificate</td>
</tr>
<tr>
<td>Private Pilot Flight Theory (TTH, 10-noon, Fall Term- Evening Sections also available)</td>
<td>Private Pilot Basic Certificate</td>
</tr>
</tbody>
</table>

### Non-Transfer CTE Classes Offered at high school (no testing required)

<table>
<thead>
<tr>
<th>Class</th>
<th>CTE Pathway name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice I</td>
<td>Criminal Justice Explorations (all high schools)</td>
</tr>
<tr>
<td>Criminal Justice II</td>
<td>Criminal Justice Explorations (all high schools)</td>
</tr>
<tr>
<td>Medical Terms/Medical Legal Issues/Keyboarding</td>
<td>Basic Fire Protection (Owen and Roberson only)</td>
</tr>
<tr>
<td>Medical Terms/Medical Legal Issues/Keyboarding</td>
<td>Medical Office Administration (Pending)</td>
</tr>
<tr>
<td>Hospitality Basics I</td>
<td>Hospitality Management Basics (at Erwin only)</td>
</tr>
<tr>
<td>Hospitality Basics II</td>
<td>Hospitality Management Basics (at Erwin only)</td>
</tr>
</tbody>
</table>

### Non-Transfer CTE Classes Offered at high school (no testing required) and/or AB Tech* New

<table>
<thead>
<tr>
<th>Class</th>
<th>CTE Pathway name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse Aide I</td>
<td>This course could be taken in the summer at several high school locations or at AB Tech if approved. * See CDC for more details or AB Tech CCP Liaison</td>
</tr>
</tbody>
</table>

All students taking AB Tech classes have access to Student Support Services through their Academic Learning Center, and tutoring services free of charge both in person on the AB Tech Campus and online through Smarthinking, for any AB Tech course.

Please note, mid-year graduates may take classes tuition free during the Spring. In addition, summer offerings are also available for students who are rising Juniors or Seniors, or graduating Seniors. This includes many of the courses listed above in addition to Nurse Aide I or CNA. If you are interested in learning more about summer or other dual enrollment classes at A-B Tech, please contact ccp@abtech.edu or speak with your school counselor.
<table>
<thead>
<tr>
<th>School Logo</th>
<th>School Name</th>
<th>School Address</th>
<th>School Phone</th>
<th>School Website Link</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="AC Reynolds High" /></td>
<td>AC Reynolds High</td>
<td>1 Rocket Drive</td>
<td>828.298.2500</td>
<td><a href="https://acrhs.buncombeschools.org/">https://acrhs.buncombeschools.org/</a></td>
</tr>
<tr>
<td><img src="image" alt="Charles D. Owen High" /></td>
<td>Charles D. Owen High</td>
<td>99 Lake Eden Road</td>
<td>828.686.3852</td>
<td><a href="https://cdohs.buncombeschools.org/">https://cdohs.buncombeschools.org/</a></td>
</tr>
<tr>
<td><img src="image" alt="Clyde A. Erwin High" /></td>
<td>Clyde A. Erwin High</td>
<td>60 Lees Creek Road</td>
<td>828.232.4251</td>
<td><a href="https://caehs.buncombeschools.org/">https://caehs.buncombeschools.org/</a></td>
</tr>
<tr>
<td><img src="image" alt="Enka High" /></td>
<td>Enka High</td>
<td>475 Enka Lake Road</td>
<td>828.670.5000</td>
<td><a href="https://ehs.buncombeschools.org">https://ehs.buncombeschools.org</a></td>
</tr>
<tr>
<td><img src="image" alt="North Buncombe High" /></td>
<td>North Buncombe High</td>
<td>890 Clarks Chapel Rd.</td>
<td>828.645.4221</td>
<td><a href="https://nbhs.buncombeschools.org/">https://nbhs.buncombeschools.org/</a></td>
</tr>
<tr>
<td><img src="image" alt="TC Roberson High" /></td>
<td>TC Roberson High</td>
<td>250 Overlook Rd.</td>
<td>828.654.1765</td>
<td><a href="https://tcrhs.buncombeschools.org/">https://tcrhs.buncombeschools.org/</a></td>
</tr>
<tr>
<td><img src="image" alt="Community High" /></td>
<td>Community High</td>
<td>235 Old U.S. 70</td>
<td>828.686.7734</td>
<td><a href="https://chs.buncombeschools.org/">https://chs.buncombeschools.org/</a></td>
</tr>
<tr>
<td><img src="image" alt="Nesbitt Discovery Academy" /></td>
<td>Nesbitt Discovery Academy</td>
<td>175 Bingham Rd.</td>
<td>828.271.4521</td>
<td><a href="https://mlnda.buncombeschools.org/">https://mlnda.buncombeschools.org/</a></td>
</tr>
<tr>
<td><img src="image" alt="Buncombe County Early College" /></td>
<td>Buncombe County Early College</td>
<td>340 Victoria Rd.</td>
<td>828.232.4123</td>
<td><a href="https://bcec.buncombeschools.org/">https://bcec.buncombeschools.org/</a></td>
</tr>
<tr>
<td><img src="image" alt="Buncombe County Middle College" /></td>
<td>Buncombe County Middle College</td>
<td>340 Victoria Rd.</td>
<td>828.232.4123</td>
<td><a href="https://bcmc.buncombeschools.org/">https://bcmc.buncombeschools.org/</a></td>
</tr>
<tr>
<td><img src="image" alt="Buncombe County Schools Administrative Services Building" /></td>
<td>Buncombe County Schools Administrative Services Building</td>
<td>175 Bingham Road</td>
<td>828.255.5921</td>
<td><a href="https://www.buncombeschools.org/">https://www.buncombeschools.org/</a></td>
</tr>
</tbody>
</table>