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NOTE: if the font is difficult to read, you may also go to our website: www.nccs.k12.nc.us

- Select the Newton-Conover High School Tab
- Select Student Tab
- Select Student Course Code Book
It is the policy of Newton Conover High School not to discriminate in its admission requirements, educational programs, activities, or employment policies in regard to sex, race, color, national origin, creed or handicapping condition.

Newton Conover High School
338 West 15th Street
Newton, N.C. 28658

Newton Conover High School will build.....
Respectful citizens who are
Educated and
Determined to succeed in all endeavors

Mission: to provide...
Diverse teaching methods and strategies
Encouraging educators,
Visible, value oriented role models;
Instruction that fosters independence to create
Lifelong learners who are
Skilled in critical thinking.

Administration
Mr. Kevin Campbell, Principal                Email: kevin_campbell@nccs.k12.nc.us                Ext. 1605
Mr. Billy Cannon, Assistant Principal       Email: billy_cannon@nccs.k12.nc.us                   Ext. 1606
Ms. Jessica Luby, Assistant Principal       Email: jessica_luby@nccs.k12.nc.us                    Ext. 1607

SCHOOL PHONE: 828-465-0920

Student Services Department
Mrs. Tammy Hayman, Counselor Email: tammy_hayman@nccs.k12.nc.us  (A-Go) Ext. 1612
Ms. Laura Harris, Counselor Email: laura_harris@nccs.k12.nc.us  (Gr-O) Ext. 1613
Mrs. Susan Royall, Counselor Email: susan_royall@nccs.k12.nc.us  (P-Z) Ext. 1611
Questions and Concerns

Students Last Names  A—Go
Tammy Hayman (Ext 612)

Students Last Names  Gr——O
Laura Harris (Ext 613)

Students Last Names  P—Z
Susan Royall (Ext 611)

Student Services Secretary
Amy Johnson (Ext 610)

NCHS Registration Policy

It is essential that accurate and appropriate choices be made during the spring registration process. It is the policy that students register for specific courses, not a specific teacher, time or location. It is important to note that staffing will be determined by registration numbers as well as textbooks and materials for classroom use. It is imperative that students maintain their commitment to these courses and our Counselors encourage thoughtful consideration of student choices.

It is the belief of the NCHS Administration and the Student Services department that once students and their parents have signed the registration form, this will serve as an indication they all have reviewed the course offerings and understand their choices. However, in choosing the appropriate level of course difficulty, be sure to consider standardized test scores, course grades, and teacher recommendations.

Counselors at NCHS are committed to assisting students and parents in planning and implementing a comprehensive four year program that best meets the needs of the student. Please review the contents of this guide and direct questions and concerns to our Student Services Dept. The NCHS Counselors are listed to the left of this policy. Please feel free to contact them with questions and concerns.

Thank you!!

Schedule Change Policy

Due to the complexity of the registration process, it is essential that accurate choices be made during the Spring registration process. Schedule changes made after school opens OR second semester will be made only for VALID educational reasons and will require Counselor/Teacher approval AND the approval of the Administration.

VALID reasons for schedule changes

* The student has no schedule or an incomplete schedule

* The course is needed for promotion or graduation

* The student has passed and received credit for the course

* The student has not passed the prerequisite for a course in which they are enrolled

Because teachers utilize every instructional day, ALL changes must be made during the first three (3) days of the semester. Course Changes beyond the third day of the semester must be teacher initiated and approved by the Principal.
The NCHS Honors / Academically Gifted Curriculum

One of the most exciting and challenging components of NCHS curriculum is the HONORS curriculum. The rigor and high standards set by our teachers provide our students with a most stimulating opportunity to participate in courses that will challenge them daily. Past experiences indicated that rigorous course work also improved performance on Standardized college admissions tests (SAT and ACT) as well.

HONOR GRADUATES AND JUNIOR MARSHALS

These qualifying students will be determined at the END of the Third nine weeks. Honor graduate status will be granted to seniors ranked in the top ten percent of the Senior Class who have at least a 4.0 GPA. These seniors have had NO open periods and have been enrolled in at least three courses on the campus of NCHS. Junior Marshal status will be granted to Juniors in the top ten percent of the class who have at least a 4.0 weighted GPA and who have NO open periods and are enrolled in at least three courses on the campus of NCHS.

Graduation Requirements

Students in North Carolina fall under three Course of Study formats. These formats are known as “Future Ready Core 2013-15 and Future Ready Core 2016” and the Occupational Course of Study. The chart on page 16 indicates the course requirements and changes that will effect your student over the course of the next four years. The total credits that students will be required to obtain are based upon the year of entrance into high school and/or the requirements of the Occupational course of Study program.

The Future Ready Core and the Occupational Courses of Study both require 28 credits for graduation. Please be aware of both the state mandated courses as well as the Local requirement of an Art elective for graduation.

Promotion and Graduation Requirements

After entering high school, students must earn course credits as described below:

* Sophomore: Earn a minimum of 6 units of credit
* Junior: Earn a minimum of 13 units of credit
* Senior: Earn a minimum of 20 units of credit
* Graduation: Earn a minimum of 28 credits

In all courses, the final exam counts 25 percent of the students Final Grade.
On the North Carolina Standardized Transcript....

1- Numerical grades will be converted to a 4.0 system and weighting points will be added at the time of conversion in order to determine GPA and class rank.

2- Numerical grades are converted as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96-100</td>
</tr>
<tr>
<td>B</td>
<td>92-95</td>
</tr>
<tr>
<td>C</td>
<td>84-91</td>
</tr>
<tr>
<td>D</td>
<td>76-83</td>
</tr>
<tr>
<td>E</td>
<td>69-75</td>
</tr>
<tr>
<td>F</td>
<td>≤69%</td>
</tr>
</tbody>
</table>

Numerical grades are converted as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96-100</td>
</tr>
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</tr>
<tr>
<td>C</td>
<td>84-91</td>
</tr>
<tr>
<td>D</td>
<td>76-83</td>
</tr>
<tr>
<td>E</td>
<td>69-75</td>
</tr>
<tr>
<td>F</td>
<td>≤69%</td>
</tr>
</tbody>
</table>

Quality point is added for an Honors course as well as an AP course if the student does not take the AP exam. Two quality points are added for an AP course if the student takes the AP exam when computing a student’s class rank. No quality points are given for grades for less than 70. It is the expectation of NCHS that all students electing to take AP courses WILL take the AP Exam respectively for that course. It is also the responsibility of the student to pay for all AP exams.

Please Note: High School credits cannot exceed more than 8 credits in a school year that are calculated in the high school GPA.

Grade Reporting Procedures

Student report cards are issued every (9) nine weeks. Progress reports will be issued every (3) three weeks. Course credit is awarded at the completion of each semester.

Newton Conover High Grading Scale

A= 100-93
B= 92-85
C= 84-77
D= 76-70
F= 69 or below

AP Scholars Awards

The Advanced Placement program offers several Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. This achievement is acknowledged by an awards certificate.

For more information, access www.collegeboard.com
The Students who qualify for this special recognition:

* are designated by the State Board of Education as “North Carolina Academic Scholars”
* receive a Seal of recognition attached to their diplomas
* may use this special recognition in applying to Post Secondary institutions

Students must:

1- Begin planning for the program before entering the 9th Grade to ensure they obtain the most flexibility in their courses.

2- Complete all the requirements of this North Carolina Academic Scholars Program

3- Have an overall four year UN-weighted grade point average of 3.5

4- Complete all requirements for a North Carolina High School diploma

<table>
<thead>
<tr>
<th># Required</th>
<th>Subject</th>
<th>Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 courses</td>
<td>English</td>
<td>English 1, 2, 3, 4</td>
</tr>
<tr>
<td>4 courses</td>
<td>Mathematics</td>
<td>Math I, II, III, and either Discrete or Advanced Functions</td>
</tr>
<tr>
<td>3 courses</td>
<td>Science</td>
<td>Earth &amp; Environmental, Physical/Physics/Chemistry, Biology</td>
</tr>
<tr>
<td>4 courses</td>
<td>Social Studies</td>
<td>Graduates prior to 2016: World History, Civics and Economics, US History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduates of 2016 and beyond: World, Civics, American History I &amp; II</td>
</tr>
<tr>
<td>2 courses</td>
<td>Foreign Language</td>
<td>Two of the SAME language.</td>
</tr>
<tr>
<td>1 course</td>
<td>Healthful Living</td>
<td></td>
</tr>
<tr>
<td>1 course</td>
<td>CTE</td>
<td></td>
</tr>
<tr>
<td>1 course</td>
<td>Fine Arts</td>
<td>Band, Music Theory, Piano Lab, Choir, Theater Arts, Visual Arts</td>
</tr>
<tr>
<td>8 courses</td>
<td>Electives</td>
<td>Two must be second-level or advanced</td>
</tr>
<tr>
<td>28</td>
<td>Total Credits</td>
<td>Required for Graduation</td>
</tr>
</tbody>
</table>
Lenoir Rhyne University Scholars Academy

Lenoir Rhyne University offers high school students the opportunity to enroll in the LRU Scholars Academy. This is a one year program designed to provide students with an opportunity to take college credit courses while completing their final high school requirements as well. Students will enroll in English IV Honors plus three college courses in the fall plus three additional college level courses in the Spring. Factors considered for admission include: SAT, ACT and PSAT scores, community involvement, and GPA.

The students are selected through a competitive application process that begins in October with applications due in February. Tuition for the program will be $1260.00 per semester plus the cost of the books and applicable course fees. Interested students should contact Mrs. Trimble for more information.

Lenoir Rhyne University Credit Options

Students wishing to obtain college credit may also choose to take specific course through Lenoir Rhyne University. The university has a local contract with schools in Catawba County to offer specific courses to high school seniors. The cost for the courses include tuition per course (which is a flat fee) and the cost of the class textbook. Students interested in this option must be in excellent academic standing and have a teacher and counselor recommendation. Students may NOT take classes at Lenoir Rhyne that are offered on the campus of NCHS. Please contact your counselor if your are interested in this opportunity.

High School Eligibility Information

To be eligible for athletic participation, a student must have met the following requirements:

1- Passed a minimum of three courses during the preceding semester.

2- Been in attendance for at least 85% of the previous semester.

3– Met the promotion standards set forth by the Newton Conover Board of Education.

Athletes who are seriously considering post secondary study and are hoping for scholarship assistance should begin immediately to plan their course of study in accordance with NCAA Clearinghouse Standards.

The expectations are high!! Students cannot afford to wait until late in their high school careers. Please become vigilant in maintaining high standards for personal excellence.
Any student planning to enter college should research and know the requirements for admission. Information on Colleges and Universities are available in the Counseling Center. PARENTS, begin to plan early for admission!!

**Four Year Colleges**

Most colleges require a minimum of 15 units of acceptable high school credits. *(4 English, 4 Math, 3 Science, *3 Social Studies and 1 unit of PE/Health. Two or three units of foreign language are also a requirement of the University system. The UNC systems recommends that prospective students take a mathematic course beyond Algebra Two level as well. All four year systems require a college admissions test, either the ACT or SAT. Letters of recommendation and involvement in Extra-curricular activities are also required. Several workshops will be available throughout the school year to assist students and parents with the college planning process.

Students considering a four-year college should plan to take either the ACT (Juniors will be taking the ACT at NCHS) or SAT twice during their Junior year. This will allow for students to repeat the exams during the fall of their senior year. At the student’s request scores are forwarded directly to the college admissions office by the company that administers the test.

In reviewing applications, admission committees consider the difficulty of the student’s academic program, grades, class rank and/or grade point average as well as college admission scores. Extra curricular activities are also a consideration.

**Class of 2016 will require 4 Social Studies courses to be completed.**

**Community College/ Career Information**

Admission to a community college, vocational /technical institution or military service usually requires a high school diploma. North Carolina community colleges and technical institutions generally require a student to be 18 years old or a High School graduate. The community college system has an open door admissions policy but requires placement tests to determine entry-level courses. Catalogues, brochures and general information about these opportunities may be obtained through the Counseling Dept.

North Carolina offers qualified students the opportunity to take classes in a Virtual format through NCVPS. Students may request these courses if they meet the following guidelines:

A: The course is not offered on the NCHS campus due to lack of teacher availability

B- Scheduling conflicts exist for the student/ transfer students that have a course need

C– Course gaps that prevent graduation with cohort

**NCCHS requirements for NCVPS courses:** A– Students must have demonstrated social maturity and motivation,

B– possess the academic capabilities to pursue a college level of instruction, C– Have a cumulative GPA of 3.0,

D– Have successfully completed a Microsoft Academy Word, PPT etc. course and E– Limited to 10th thru 12th graders.

Please see Mrs. Hayman or your counselor for more information and to fill out an application.
# CVCC ~ Classes Offered on CVCC Campus

## Eligibility

To be eligible for enrollment, a high school student must meet all of the following criteria:

A. Be a High School Junior or Senior

B. Have a weighted GPA of 3.0 on high school courses or have the recommendation of the high school principal or his/her designee; and

C. Meet the prerequisites for the career pathway.

To maintain eligibility for continued enrollment, a student must:

A. Continue to make progress toward high school graduation, and

B. Maintain a 2.0 in college coursework after completing two courses.

**NOTE:** Student may take the COMPASS placement test at CVCC only once during each high school semester. There must be a minimum of 80 school days of academic instruction before compass retesting. The student must enroll in one program of study and may not substitute courses in one program for courses in another. The student may change his/her program of study major with approval of the high school principal or their designee and the college’s Chief Student Development administrator.

With approval of the high school principal or his/her designee and the college’s Chief Student Development administrator, a student may enroll in a CORE 44 College Transfer Pathway program of study and a Career Technical Education program of study.

## CCP CTE Pathway Classes

**Students must meet CCP Career Technical Education Eligibility Requirements**

### Classes Offered Online

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Transfers to</th>
<th>College Credit</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJC 111</td>
<td>Intro to Criminal Justice</td>
<td>None</td>
<td>NC University System and many private colleges and universities; *Weighted credit</td>
<td>6 semester hours credit</td>
<td>11-12</td>
</tr>
<tr>
<td>CJC 121</td>
<td>Law Enforcement Operations (Fall and Spring)</td>
<td>None</td>
<td></td>
<td></td>
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</tbody>
</table>

**CJC 111**—This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options.

**CJC 121**—This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Transfers to</th>
<th>College Credit</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 121</td>
<td>Medical Terminology I</td>
<td>None</td>
<td>NC University System and many private colleges and universities; *Weighted credit</td>
<td>6 semester hours credit</td>
<td>11-12</td>
</tr>
<tr>
<td>MED 122</td>
<td>Medical Terminology II</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MED 121**—This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

**MED 122**—This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.
CVCC ~College and Career Promise

Career Technical Education Pathway

**COS 111BB Cosmetology Concepts I-BB & COS 112BB Salon I-BB (Spring)**

**Students must register for both classes**

**High School Prerequisites:** None

**College Prerequisites:** CCP Career Technical Education eligibility requirements & COS 111AB & COS 112AB

**High School Credit:** high school puts this information in

**College Credit:** 6 semester hours credit

**Grade Level:** 11

**COS 111BB**—This course is a continuation of COS 111AB.

**COS 112BB**—This course is a continuation of COS 112AB.

**GRA 121 Graphic Arts I & GRD 141 Graphic Design I (Fall)**

**Students must register for both classes**

**High School Prerequisites:** None

**College Prerequisites:** CCP Career Technical Education eligibility requirements

**High School Credit:** high school puts this information in

**College Credit:** 8 semester hours credit

**Grade Level:** 11-12

**GRA 121**—This course introduces terminology, tools and materials, procedures, and equipment used in graphic arts production. Topics include copy preparation and pre-press production relative to printing. Upon completion, students should be able to demonstrate an understanding of graphic arts production.

**GRD 141**—This course introduces the conceptualization process used in visual problem solving. Emphasis is placed on learning the principles of design and on the manipulation and organization of elements. Upon completion, students should be able to apply design principles and visual elements to projects.

**GRA 151 Computer Graphics I & GRA 152 Computer Graphics II & PRN 155 Screen Printing I (Spring)**

**Students must register for all three classes**

**High School Prerequisites:** None

**College Prerequisites:** CCP Career Technical Education eligibility requirements; GRA 151 is a prerequisite for GRA 152

**High School Credit:** high school puts this information in

**College Credit:** 6 semester hours credit

**Grade Level:** 11-12

**GRA 151**—This course introduces the use of hardware and software for production and design in graphic arts. Topics include graphical user interface and current industry uses such as design, layout, typography, illustration, and imaging for production. Upon completion, students should be able to understand and use the computer as a fundamental design and production tool.

**GRA 152**—This course covers advanced design and layout concepts utilizing illustration, page layout, and imaging software in graphic arts. Emphasis is placed on enhancing and developing the skills that were introduced in GRA 151. Upon completion, students should be able to select and utilize appropriate software for design and layout solutions.

**PRN 155**—This course covers screen printing techniques and materials. Topics include methods, materials, design, image and stencil preparation techniques. Upon completion, students should be able to produce single- or multi-color projects.

**HOR 134 Greenhouse Operations & HOR 170 Horticulture Computer Apps & HOR 215 Landscape Irrigation (Fall)**

**Students must register for all three classes.**

**High school Prerequisites:** none

**College Prerequisites:** CCP Career Technical Education eligibility requirements

**High School Credit:** high school puts this information in

**College Credit:** 8 semester hours credit

**Grade Level:** 11-12

**HOR 134**—This course covers the principles and procedures involved in the operation and maintenance of greenhouse facilities. Emphasis is placed on the operation of greenhouse systems, including the environmental control, record keeping, scheduling, and production practices. Upon completion, students should be able to demonstrate the ability to operate greenhouse systems and facilities to produce greenhouse crops.

**HOR 170**—This course introduces computer programs as they apply to the horticulture industry. Emphasis is placed on applications of software for plant identification, design, and irrigation. Upon completion, students should be able to use computer programs in horticultural situations.

**HOR 215**—This course introduces basic irrigation design, layout, and installation. Topics include site analysis, components of irrigation systems, safety, types of irrigation systems, and installation techniques. Upon completion, students should be able to design and install basic landscape irrigation systems.
### CVCC ~College and Career Promise

#### Career Technical Education Pathway

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HOR 110 Intro to Landscaping</strong> &amp; <strong>HOR 164 Horticulture Pest Management</strong> &amp; <strong>HOR 168 Plant Propagation</strong> (Spring)</td>
<td>Students must register for all three classes. High school Prerequisites: none</td>
</tr>
<tr>
<td><strong>College Prerequisites:</strong> CCP Career Technical Education eligibility requirements</td>
<td>High School Credit: high school puts this information in College Credit: 8 semester hours credit Grade Level: 11-12</td>
</tr>
<tr>
<td><strong>HOR 110</strong>—This course introduces the basic skills and concepts of drafting and surveying necessary to complete landscape site analysis and topographical drawings. Emphasis is placed on proper use of drafting and survey equipment. Upon completion, students should be able to draw a site analysis drawing with topographical lines.</td>
<td></td>
</tr>
<tr>
<td><strong>HOR 164</strong>—This course covers the identification and control of plant pests including insects, diseases, and weeds. Topics include pest identification and chemical regulations, safety, and pesticide application. Upon completion, students should be able to meet the requirements for North Carolina Commercial Pesticide Ground Applicators license.</td>
<td></td>
</tr>
<tr>
<td><strong>HOR 168</strong>—This course is a study of sexual and asexual reproduction of plants. Emphasis is placed on seed propagation, grafting, stem and root propagation, micropropagation, and other propagation techniques. Upon completion, students should be able to successfully propagate ornamental plants.</td>
<td></td>
</tr>
<tr>
<td><strong>MAC 131 Blueprint Reading/Machining I</strong> &amp; <strong>MAC 141 Machining Applications I</strong> &amp; <strong>MAC 151 Machining Calculations I</strong> (Fall)</td>
<td>Students must register for all three classes High School Prerequisites: Completed Algebra I with a grade of “B” or higher \College Prerequisites: CCP Career Technical Education eligibility requirements &amp; COMPASS Testing</td>
</tr>
<tr>
<td>High School Credit: high school puts this information in College Credit: 8 semester hours credit Grade Level: 11-12</td>
<td></td>
</tr>
<tr>
<td><strong>MAC 131</strong>—This course covers the basic principles of blueprint reading and sketching. Topics include multi-view drawings; interpretation of conventional lines; and dimensions, notes, and thread notations. Upon completion, students should be able to interpret basic drawings, visualize parts, and make pictorial sketches.</td>
<td></td>
</tr>
<tr>
<td><strong>MAC 141</strong>—This course provides an introduction to a variety of material-working processes that are common to the machining industry. Topics include safety, process-specific machining equipment, measurement devices, set-up and layout instruments, and common shop practices. Upon completion, students should be able to safely demonstrate basic machining operations, accurately measure components, and effectively use layout instruments.</td>
<td></td>
</tr>
<tr>
<td><strong>MAC 151</strong>—This course introduces basic calculations as they relate to machining occupations. Emphasis is placed on basic calculations and their applications in the machine shop. Upon completion, students should be able to perform basic shop calculations.</td>
<td></td>
</tr>
<tr>
<td><strong>MAC 122 CNC Turning</strong> &amp; <strong>MAC 124 CNC Milling</strong> &amp; <strong>MEC 110 Intro to CAD/CAM</strong> (Spring)</td>
<td>Students must register for all three classes High School Prerequisites: None College Prerequisites: CCP Career Technical Education eligibility requirements &amp; COMPASS Testing; MAC 131 &amp; MAC 141 &amp; MAC 151 High School Credit: high school puts this information in College Credit: 6 semester hours credit Grade Level: 11-12</td>
</tr>
<tr>
<td><strong>MAC 122</strong>—This course introduces the programming, setup and operation of CNC turning centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC turning centers.</td>
<td></td>
</tr>
<tr>
<td><strong>MAC 124</strong>—This course introduces the manual programming, setup, and operation of CNC machining centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC machining centers.</td>
<td></td>
</tr>
<tr>
<td><strong>MEC 110</strong>—This course introduces CAD/CAM. Emphasis is placed on transferring part geometry from CAD to CAM for the development of a CNC-ready program. Upon completion, students should be able to use CAD/CAM software to produce a CNC program.</td>
<td></td>
</tr>
</tbody>
</table>
CVCC ~College and Career Promise
Career Technical Education Pathway

**ISC 112 Industrial Safety & MNT 110 Intro to Maintenance Procedures & HYD 110 Hydraulics/Pneumatics I (Fall)**
Students must register for all three classes
High School Prerequisites: None
College Prerequisites: CCP Career Technical Education eligibility requirements & COMPASS testing
High School Credit: high school puts this information in
College Credit: 7 semester hours credit
Grade Level: 11-12

**ISC 112**—This course introduces the principles of industrial safety. Emphasis is placed on industrial safety, OSHA, and environmental regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA Compliance.

**MNT 110**—This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.

**HYD 110**—This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.

**ELC 112 DC/AC Electricity & ELC 128 Intro to PLC (Spring)**
Students must register for both classes
High School Prerequisites: None
College Prerequisites: CCP Career Technical Education eligibility requirements & COMPASS testing
High School Credit: high school puts this information in
College Credit: 8 semester hours credit
Grade 11-12

**ELC 112**—This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, troubleshoot, and repair DC/AC circuits.

**ELC 128**—This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder diagrams, input/output modules, power supplies, surge protections, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLCs and create simple programs.
CVCC College and Career Promise Universal 30 College Transfer Pathway

To be eligible for enrollment, a high school student MUST meet all of the following criteria:

- Be a high school senior/junior
- Have a weighted GPA of 3.0 on high school courses
- Demonstrate college readiness on approved assessment/placement tests in English, reading and mathematics.

COLLEGE READINESS BENCHMARKS on APPROVED DIAGNOSTIC ASSESSMENT TESTS

<table>
<thead>
<tr>
<th>TEST</th>
<th>PLAN</th>
<th>PSAT</th>
<th>Asset (NCCCS Cut Score)</th>
<th>COMPASS (NCCCS Cut Score)</th>
<th>Accuplacer (NCCCS Cut Score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>15</td>
<td>45</td>
<td>41 Writing</td>
<td>70 Writing</td>
<td>86 Sentence Skills</td>
</tr>
<tr>
<td>READING</td>
<td>17</td>
<td>47</td>
<td>41 Reading</td>
<td>81 Reading</td>
<td>80 Reading</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>19</td>
<td>47</td>
<td>41 Numerical Skills</td>
<td>47 Pre-Algebra</td>
<td>55 Arithmetic</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>41 Int. Algebra</td>
<td>66 Algebra</td>
<td>77 Elem. Algebra</td>
</tr>
</tbody>
</table>

In addition to the diagnostic assessments, colleges may use the following SAT and ACT scores recommended by the testing companies as benchmarks for college readiness.

<table>
<thead>
<tr>
<th>SAT</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>500</td>
</tr>
<tr>
<td>Critical Reading</td>
<td>500</td>
</tr>
<tr>
<td>Math</td>
<td>500</td>
</tr>
<tr>
<td>English</td>
<td>18</td>
</tr>
<tr>
<td>Reading</td>
<td>22</td>
</tr>
<tr>
<td>Mathematics</td>
<td>22</td>
</tr>
</tbody>
</table>

- To be eligible for enrollment in a College Transfer Pathway, students must demonstrate college readiness in English, reading and mathematics on an approved test.
- PLAN and PSAT scores recommended by ACT and College Board as indicators of college readiness.
CCP Universal 30 College Transfer Pathway Classes

Students must meet CCP Universal 30 College Transfer Eligibility Requirements

*Specific classes in both fall and spring semesters are subject to change pending NC Community College System ruling in spring 2014.

2014 Fall Semester

BIO 111—General Biology I  
CIS 110—Introduction to Computers  
CHM 151—General Chemistry  
ENG 111—Expository Writing  
ENG 232—American Literature II  
HIS 121—Western Civilization I  
MAT 172/MAT 172A—Pre-calculus Trigonometry/Lab  
SPA 111/SPA 181—Elementary Spanish/Spanish Lab

2015 Spring Semester

ACA 122—College Transfer Success  
ART 111—Art Appreciation  
BIO 112—General Biology II  
CHM 152—General Chemistry II  
COM 231—Public Speaking  
ECO 251—Principles of Microeconomics  
ENG 113—Literature-Based Research  
MAT 161/MAT 161A—College Algebra/Lab  
MAT 171/MAT 171A—Precalculus Algebra/Lab  
MAT 271—Calculus  
PSY 150—General Psychology  
SOC 210—Introduction to Sociology
<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>FUTURE READY COURSE OF STUDY *FOR NINTH GRADERS ENTERING IN 2009-10 AND LATER</th>
<th>FUTURE READY CORE *** COURSE OF STUDY COMMON CORE/ESSENTIAL STANDARDS ENTERING NINTH GRADERS 2012-13</th>
<th>OCCUPATIONAL COURSE OF STUDY REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4 CREDITS English I,II, III,IV</td>
<td>4 CREDITS English I,II, III,IV</td>
<td>4 CREDITS OCCUPATIONAL English I,II, III, IV</td>
</tr>
<tr>
<td>MATH</td>
<td>4 CREDITS Algebra I, Geometry, Algebra II And a 4th Math course aligned with the students post high school plans</td>
<td>4 CREDITS Algebra I /CCSS, Geometry/CCSS, Algebra II /CCSS And a 4th Math course aligned with the students post high school plans</td>
<td>3 CREDITS Occupational Math I,II,III</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>3 CREDITS A Physical Science Course, Biology, Earth/Environmental Science</td>
<td>3 CREDITS A Physical Science Course, Biology, Earth/Environmental Science</td>
<td>2 CREDITS Life Skills Science I, II</td>
</tr>
<tr>
<td>FOREIGN LANGUAGE</td>
<td>Not required for Graduation: REQUIRED to meet the minimum application requirement for UNC System * (2 credits in the same language)</td>
<td>Not required for Graduation: REQUIRED to meet the minimum application requirement for UNC System * (2 credits in the same language)</td>
<td>Not required</td>
</tr>
<tr>
<td>HEALTH &amp; PE</td>
<td>1 CREDIT Health / Physical Education</td>
<td>1 CREDIT Health / Physical Education</td>
<td>1 CREDIT Health / Physical Education</td>
</tr>
<tr>
<td>CAREER AND TECHNICAL EDUCATION</td>
<td>6 CREDITS 2 Elective credits of any combination from either: Career and Technical Education, Arts Education, Foreign Languages; 4 Elective Credits strongly recommended (four course concentration) from one of the following CTE, JROTC, Arts Education, or any other subject (e.g. Math, Science, Social Studies, English)</td>
<td>6 CREDITS 2 Elective credits of any combination from either: Career and Technical Education, Arts Education, Foreign Languages; 4 Elective Credits strongly recommended (four course concentration) from one of the following CTE, JROTC, Arts Education, or any other subject (e.g. Math, Science, Social Studies, English)</td>
<td>4 CREDITS Career and Technical Ed. Electives, RECOMMEND at least one credit in an ART Discipline</td>
</tr>
<tr>
<td>ELECTIVES OR OTHER REQUIREMENTS</td>
<td>Elective Credits Additional Electives to meet Local Graduation Requirements</td>
<td>Elective Credits Additional Electives to meet Local Graduation Requirements</td>
<td>Occupational Preparation - 6 CREDITS OCS Preparation I,II,III,IV, Elective Credits/completion of IEP objectives And Career Portfolio</td>
</tr>
<tr>
<td>Total</td>
<td>28 CREDITS (4 less than potential)</td>
<td>28 CREDITS (4 less than potential)</td>
<td>28 CREDITS (4 less than potential)</td>
</tr>
</tbody>
</table>
Newton-Conover City Schools adopted the Common Core State Standards for English Language Arts. The focus will remain on student performance through reading, writing, speaking and listening, language, and media/technology. Through reading and writing on a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media. The standards expect that students and teacher will work critically, rigorously, and productively to ensure students are prepared to compete and excel in 21st century education and careers. Students will be exposed to William Shakespeare at all Four levels.

**General Information**
A student must submit a teacher recommendation and sign an Honors Contract to register for Honors English courses. Honors students are required to complete an outside reading assignment during the semester they have Honors English. A summer enrichment reading list can be made available upon request. Students may only take one required English course. Certain types of writing are stressed in each required English course: Expressive writing in English 1, informational/explanatory writing in English 2, interpretive/analytical writing in English 3, and argumentative writing in English 4. Research and technical skills are taught at all levels. Students in English 2 Honors and all levels of English 3 and 4 must complete a research paper to receive a passing grade for the course.

**English courses are listed as they are normally sequenced.**

**10292XOY—Communication Studies (Year-Long)**
- **Year Recommended:** 9
- **Credit:** 1 unit
- **Course Length:** 1 semester

This course is designed to offer a specific and successful transition for ninth graders into the high school experience. This course will center on critical reading/thinking skills, study skills and note taking, language and writing skills, and social responsibility as becoming a successful high school student and young adult. In addition, students will do research skills, speaking and oral presentation skills, future readiness skills, and multi-media skills development essential for success.

**10212XOS—English 1 CP**
- **Year Recommended:** 9
- **Credit:** 1 unit
- **Course Length:** 1 semester

This course is designed for freshmen with average and above-average English skills. The course includes writing, vocabulary, grammar, research skills, oral communication, and literary genres.

**10215XOS—English 1 Honors**
- **Year Recommended:** 9
- **Prerequisites:** Teacher recommendation
- **Credit:** 1 unit Honors Weight
- **Course Length:** 1 semester

This course will encompass the following: advanced grammar, paragraph development, writing, oral communication, vocabulary, literary genres, and research. The student is expected to read in depth and produce independent work. A minimum of six books per year is required.

**10222XOS—English 2 CP**
- **Year Recommended:** 10
- **Prerequisites:** English 1
- **Credit:** 1 unit
- **Course Length:** 1 semester

This course is designed for sophomores with average and above-average English skills. The course will stress writing, vocabulary, grammar, library skills, oral communication, and world literature. The student will be expected to read in depth and produce independent work. Students will take a **End of Course Exam**

**10225XOS—English 2 Honors**
- **Year Recommended:** 10
- **Prerequisites:** Teacher recommendation
- **Credit:** 1 unit Honors Weight
- **Course Length:** 1 semester

This course includes world literature, advanced grammar, writing, oral communication, vocabulary, and research. The student will be expected to read in depth and produce independent work. A minimum of six books per year is required. The completion of a research paper is a requirement for passing this course. Students will take a **End of Course Exam**

**10232XOS—English 3 CP**
- **Year Recommended:** 11
- **Prerequisites:** English 1, English 2
- **Credit:** 1 unit
- **Course Length:** 1 semester

This course is designed for juniors with average and above-average skills in English. The course offers continued training in writing, grammar, vocabulary, and research as well as a chronological study of American literature. The completion of a research paper is a requirement for passing the course.

**10235XOS—English 3 Honors**
- **Year Recommended:** 11
- **Prerequisites:** Teacher recommendation
- **Credit:** 1 unit Honors Weight
- **Course Length:** 1 semester

This course includes the following: advanced grammar, vocabulary, chronological study of American literature, thematic novel units, drama, writing, and a research paper. The completion of a research paper is a requirement for passing the course. The student is expected to read in depth and to produce independent work.

**10242S—English 4 CP**
- **Year Recommended:** 12
- **Prerequisites:** English 3
- **Credit:** 1 unit
- **Course Length:** 1 semester

This course is designed for seniors with average and above-average English skills. The course offers continued training in writing, grammar, vocabulary, and research as well as a chronological study of British literature and the history of the English language. The completion of a senior project to include a research paper and presentation will be required.
NCHS Course Offerings: ENGLISH

10245XOS—English 4 Honors
Year Recommended: 12
Prerequisites: Honors English 3; teacher recommendation
Credit: 1 unit Honors Weight Course Length: 1 semester

This course includes the following: advanced vocabulary study, grammar, composition, British poetry, and research. The types of composition emphasized are argumentative and analysis.

10245XOV—English 4/Honors-Pre AP
Year Recommended: 12
Prerequisites: Teacher recommendation: Honors Contract
Credit: 1 unit Honors Weight Course Length: 1 semester (Fall)

This course provides preparation for students who will be taking Advanced Placement Literature and Composition—Part B. The course includes the following: advanced vocabulary study, grammar, composition, British poetry, and research. The completion of a research paper is required to pass the course. The type of composition emphasized is poetry analysis. (This course is a prerequisite for Advanced Placement Literature and are registered to take AP-Literature and Composition.)

10367XOS—AP English Literature and Composition
Year Recommended: 12
Prerequisites: English 4-Adv. Placement-Part A
Credit: 1 unit AP Weight Course Length: 1 semester

AP Exam Fee Required
Course Length: 1 semester

This course emphasizes preparation for the Advanced Placement Literature and Composition Exam. The course includes the following: 10 novels and plays, short prose works, poetry, study of syntax, advanced literary terminology, and college level composition. The type of writing emphasized is critical analysis. One or two essays per week will be required. A College Board examination is optional at the completion of the course.

ELECTIVES

47022XO1—Yearbook I
47022XO2—Yearbook II
47022XO2—Yearbook III
47022XO2—Yearbook IV

Year Recommended: 10, 11, 12
Prerequisites: Application process and teacher approval; excellent writing skills; Team worker; Time for deadline work after school
Credit: 1 per semester Course Length: Year long

“This Cardinal” staff representatives are carefully selected by the yearbook staff advisor/teacher. Selection is based on student’s prior performance in classes and in positions of responsibility. Typing and computer skills are necessary. Writing is a critical skill in every staff position. Students will compose and design the yearbook on the computer. Selling 75% of the yearbook ads must occur before the new school year begins, during the summer intersession. Also, from the months of August through February, all members are often required to stay until 5:00 p.m. or later during the week of deadlines. Students who are active in many extracurricular areas should carefully consider the demands of their schedules and this course before making a commitment to yearbook. If you choose this course and devote yourself to it, you are in for a career experience you will never forget!

10312XOS Journalism I
Year Recommended: 10 –12 (By application)
Prerequisite: English teacher recommendation, a B or better average in English classes, and a history of reliability.
Credit: 1 per semester Course Length: Year long

Newspaper teaches students the various aspects of producing a top-notch, real-world periodical that reports the happenings of Newton-Conover High School. The two-semester course utilizes students in grades 10-12 with strong writing, artistic, computer, and photography skills to complete each and every aspect of a newspaper, from reporting and photography to graphic design, layout, and advertising sales. The actual printing is completed off school site. Students interested will apply with the advisor and be accepted upon recommendations. Students are assigned jobs as follows: editors, reporters, artists, photographers, and business. In addition, students must display strong leadership skills such as teamwork, the ability to meet deadlines, there is a requirement to sell and collect advertisement money also. Newspaper creation is a rewarding, real life class that is a mini business run by the students, overseen by the advisor, and offers the potential for future employment.

10322XOS Journalism II
Prerequisite: Journalism I
Credit: 1 per semester Course Length: Year long

This is a continuation of Journalism I’s curriculum.
Math courses are listed as they are normally sequenced.

20182XOS—Foundational Algebra

Year Recommended: 9, 10
Credit: 1 elective unit  Course Length: 1 semester

Provides an overview of all necessary skills for the successful completion of Math I. The concepts include: expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data. Students who successfully complete Foundational Algebra will be placed in Math I second semester.

21032XOS—Math I

Year Recommended: 9, 10
Prerequisite: Foundational Algebra credit or teacher placement based on testing and class performance.
Credit: 1 unit  Course Length: 1 semester

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

22012XOS—Math II

Year Recommended: 10
Prerequisites: Math I
Credit: 1 unit  Course Length: 1 semester

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

22015XOS—Math II Honors

Year Recommended: 10
Prerequisites: Selection based on having at least an average of 85% in Math I or teacher recommendation.
Credit: 1 unit Honors Weight  Course Length: 1 semester

Continues a progression of the standards established in Math I. In addition to these standards, Math II Honors includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions. At the honors level each of the standards will be explored at a more rigorous level and students will be asked to complete writing assignments and exploratory projects.

— Math III

Year Recommended: 11
Prerequisite: Math II
Credit: 1 unit  Course Length: 1 semester

Progresses from the standards learned in Math II and Math I. In addition to these standards, Math III extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. Conics and circles are the geometric concepts in Math III.

— Math III Honors

Year Recommended: 11
Prerequisites: Selection based on having at least an average of 85 in Math II or teacher recommendation.
Credit: 1 unit Honors weight  Course Length: 1 semester

Progresses from the standards learned in Math II and Math I. In addition to these standards, Math III extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. Conics and circles are the geometric concepts in Math III. At the honors level each of the standards will be explored at a more rigorous level and students will be asked to complete writing assignments and exploratory projects.

20252XOS—Advanced Functions and Modeling

Year Recommended: 11, 12
Prerequisites: At least a “B” in Math II
Credit: 1 unit  Course Length: 1 semester

A course designed to prepare students for Precalculus and other higher level math courses. Curriculum includes extended Algebra II topics, probability, and trigonometry. Emphasis is placed on modeling and applications.

20502XOS—Discrete Math

Year Recommended: 11, 12
Prerequisites: completion of Math I and Math II
Credit: 1 unit  Course Length: 1 semester

A course designed to introduce students to the areas of math that are finite. Some of the topics included are circuits and pathways, probability, voting procedures, matrices, and fair division practices. Solving real world problems and applications is an integral part of this course.

20667XOS—AP Statistics

Year Recommended: 11, 12
Prerequisites: An “A” average in Discrete Math or Advanced Functions; a “B” average in Pre-Calculus; and teacher recommendation
Credit: 1 unit AP Weight
Course Length: 1 semester

AP Exam fee Required

AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Summarizing distributions of univariate data, analyzing distributions of continuous univariate data, comparing distributions and interpreting graphical displays of data, understanding methods of data collection, using simulations to understand the Central Limit Theorem, and interpreting results using confidence intervals will be included. Also included is analysis of bivariate data and understanding of probability in the context of a problem. Appropriate technology, including graphing calculators and computer software will be used regularly for instruction and assessment. This class is intended to be challenging and demanding. The course of study is defined by the College Board. Students cannot exempt the final exam.

Course Length: 1 semester
**NCHS Course Offerings: MATHEMATICS**

**20705XOS- Pre-Calculus**

**Year Recommended:** 11, 12  
**Prerequisites:** Selection based on state and local criteria for AG classification; final average of 85 in Math II  
**Credit:** 1 unit Honors Weight  
**Course Length:** 1 semester

Pre-Calculus provides students an honor-level study of trigonometry, advanced function, analytic geometry, and data analysis in preparation for calculus. Applications and modeling should be included throughout the course of study. Appropriate technology, from manipulative to calculators and application software, should be used regularly for instruction and assessment. One of the principal goals of this course is preparation for the Advanced Placement Calculus course.

**Advanced Placement Calculus:**  
This is a course in college calculus offered by the College Board at two different levels, AB and BC. These are designed as two separate courses. The BC course covers two full semesters of college calculus while the AB course covers about a semester and a third.

Both courses are challenging, but the BC course should only be taken by truly advanced precalculus students or students who decide to take it after successfully completing the AB course. For a complete description of the courses and their content, visit: [http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf](http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf)

**AP Calculus AB:**  
This is a two semester course where each class counts as one credit.

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**Calculus A/B Honors**

**Prerequisites:** Pre-Calculus with at least an 85 average  
**Credit:** 1 unit (elective) for Honors weight  
**Course Length:** 1 semester

**25017XOAB — AP Calculus A/B**

**Prerequisites:** Calculus A/B Honors with a passing grade  
**Credit:** 1 unit for AP weight  
**Course Length:** 1 semester

**AP Calculus BC:**

**Note:** This class will only run with a classroom teacher if enrollment is high enough. AP Calculus BC can be taken two different ways depending on the student’s previous class.

From Pre-Calculus it is a two semester course where each class counts as one credit.

**25017XOAB — AP Calculus A/B**

**Prerequisites:** Pre-Calculus with at least a 93 average  
**Credit:** 1 unit for AP weight  
**Course Length:** 1 semester

**25027XOBC — AP Calculus B/C**

**Prerequisites:** Passing grade Fall Semester AP Calculus A/B  
**Credit:** 1 unit for AP weight  
**Course Length:** 1 semester

From AP Calculus A/B it is a yearlong course that counts for one credit.

**25027XOY — AP CALCULUS BC**

**Prerequisites:** AP Calculus A/B Spring semester with at least an 85 average  
**Credit:** 1 unit for AP weight  
**Course Length:** 1 year
Science courses are listed as they are normally sequenced.

30402SX0—Earth/Environmental Science CP

Year: 9
Credits: 1 unit Course Length: 1 semester

This course focuses on the function of the earth’s systems. Emphasis is placed on matter, energy, plate tectonics, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth system. The areas of inquiry include: energy in the earth system, geo-chemical cycles, origin and evolution of the earth system, origin and evolution of the universe, predictability of a dynamic earth, and human interactions with the earth’s geologic and environmental systems.

30405XOS—Earth/Environmental Science Honors

Year: 9
Prerequisites: 8th Grade teacher recommendation
Credits: 1 unit Honors Weight Course Length: 1 semester

This covers the same content as the Earth/Environmental CP class and adds additional topics for honors level will include in-depth investigations and research. Students will be expected to complete SUBSTANTIAL outside study and projects.

-Honors Environmental Science/Pre-AP

Year Recommended: 9-10
Prerequisites: Teacher recommendation
Credits: 1 unit Honors Weight [ELECTIVE ONLY] Course Length: 1 semester

Environmental Science covers a variety of topics such as; ecosystems, biodiversity, population dynamics, environmental resources, water, air, pollution, and other global trends. This class will make a connection between the major fields of science including biology, geology, chemistry, and physics. Also environments laws and restrictions will be discussed. This will be a very hands-on science class with several field trips throughout the area.

30202XOS—Biology-CP

Year recommended: 10
Credit: 1 unit Course Length: 1 semester

This course presents a traditional approach to the biological and social principles and concepts of biology. It emphasizes the microscope, life functions, genetics, microbiology, and the morphology and physiology of plants and animals. This course requires a state End-of-Course exam.

30205XOS—Biology-Honors

Year recommended: 10
Prerequisites: A level 4 on the English 1 EOC is recommended and science teacher’s recommendation is required.
Credit: 1 unit Honors Weight Course Length: 1 semester

This course presents a traditional approach to the biological and social principles and concepts of biology. It emphasizes the microscope, life functions, genetics, microbiology, and the morphology, ecology and physiology of plants and animals. Students will have to complete SUBSTANTIAL outside study and projects. This course requires a state End-of-Course exam.

30102XOS—Physical Science CP

Year recommended: 11
Prerequisites: none
Credit: 1 unit Course Length: 1 semester

This course will continue the investigation of the concepts that guide inquiry in the practice of science begun in earlier grades. The investigations should be approached in a qualitative manner in keeping with the mathematical skills of the students. The curriculum will integrate the following topics from both chemistry and physics: Structure of atoms, structure and properties of matter, motion and forces, and conservation of energy, matter and charge.

34205X05—Chemistry Honors

Year recommended: 10, 11
Prerequisites: Math I, Biology
Credit: 1 Unit Course Length: 1 semester

The Honors level of the course will include an accelerated pace, additional topics, and student projects requiring substantial work outside of class. The topics addressed will include atomic and molecular structure, stoichiometry, reactions, gas laws, and thermodynamics. The course uses discovery-based inquiry methods and laboratory work to introduce content.

30605XOS—Physics Honors

Year recommended: 11, 12
Prerequisites: Math II science; teacher’s recommendation
Credit: 1 unit Honors Weight Course Length: 1 semester

Physics, the most fundamental of the natural sciences, is quantitative in nature and uses the language of mathematics to describe natural phenomena. Inquiry and project-based learning are applied to the study of matter and energy and their interaction. The following topics are “uncovered” in this curriculum: conservation of energy, momentum, waves, fields, interactions of matter, and electricity. Students will be expected to complete substantial outside study and projects.

30215XOS—Honors Biology 2/Pre-AP

Year recommended: 10
Prerequisites: 85% Honors Biology; teachers recommendation...Students will take the AP Biology in the Spring
Credit: 1 unit Honors Weight Course Length: 1 semester

This course presents a traditional approach to the biological and social principles and concepts of biology. It emphasizes the microscope, life functions, genetics, microbiology, and the morphology and physiology of plants and animals. Additional topics for study will include in-depth information in the fields of invertebrate and vertebrate zoology and ecology. Students will have to complete substantial outside study and projects.
SCIENCE

30217XOS—AP Biology

Year Recommended: 11, 12
Prerequisites: "B" average in both Honors Biology and Chemistry; teacher's recommendation
Credit: 1 unit AP Weight    Course Length: 1 semester

AP Exam Fee Required
This is a college-level course with emphasis on molecular and cellular biology, organism biology, and population biology. College-level textbooks are used and laboratory experiments and observations may require extra time beyond class time. A College Board examination is optional at the completion of the course.

30427XOS—AP Environmental Science

Year Recommended: 11, 12
Prerequisites: At least 85 in Honors Biology and Earth/Environmental Science; teacher approval
Credit: 1 unit AP Weight    Course Length: 1 semester

AP Exam Fee Required
AP Environmental Science is a laboratory and field based course designed to encompasses human population dynamics, interrelationships in nature, energy flow, resources, environmental quality, human impact on environmental systems, and environmental law. The course is intended to be the equivalent of a one-semester college ecology course, which is taught over one semester in high school. A College Board examination is optional at the completion of the course.

SOCIAL STUDIES

Social Studies' courses are listed as they are normally sequenced.

43032XOS—World History CP

Year Recommended: 9
Credit: 1 Unit    Course Length: 1 Semester

The World History course will address six (6) periods in the study of World History, with a key focus of study from the mid 15th century to present. This course will focus around a basic core of chronologically-organized periods and events in history, and students will study major turning points that shaped the modern world. Students coming to this course are expected to have a firm foundation in the themes and tools of geography and early, ancient and classical civilizations from their K-8 experience.

43035XOS—World History Honors

Year Recommended: 9
Prerequisites: Teacher Recommendation
Credit: 1 Unit Honors Weight    Course Length: 1 Semester

In addition to the North Carolina Standard Essentials for World History, this Honors course will require additional projects, research and essay writing. Focus will be placed on essay writing, reading primary documents from various regions and time periods as well as research projects to help students develop social studies skills.

42092XOS—Civics and Economics CP

Year Recommended: 10
Credit: 1 unit    Course Length: 1 Semester

Civics and Economics was developed to provide a framework for understanding American democracy, practices of American government as established by the United States Constitution, American politics and citizenship and concepts in macro and micro economics and personal finance. The course is framed to help students develop the skills necessary to participate as effective and responsible citizens and the knowledge of how to use democratic procedures for making decisions and managing conflict. Economics and Personal Finance are crucial in providing students with the ability to reason logically about key economic issues and the knowledge and skills needed to manage personal financial resources effectively for lifetime financial security. This course is required for graduation.

420925XOS—Civics and Economics Honors

Year Recommended: 10
Prerequisites: Teacher Recommendation
Credit: 1 unit Honors Weight    Course Length: 1 Semester

Civics and Economics was developed to provide a framework for understanding American democracy, practices of American government as established by the United States Constitution, American politics and citizenship and concepts in macro and micro economics and personal finance. At the honors level, the course will require additional projects, research, essay writing and a strong work ethic. Focus will be placed on current events with emphasis on student analysis and interpretation of those events in an effort to aid students in acquiring the skills and knowledge necessary to become responsible and effective citizens in an interdependent world.

"The whole of science is nothing more than a refinement of everyday thinking."
Albert Einstein

“A man may die, nations may rise and fall, but an idea lives on.”
John F. Kennedy
NCHS Course Offerings: SOCIAL STUDIES

**XOS—American History I CP**

- **Year:** 11
- **Credits:** 1 unit
- **Course Length:** 1 semester

The Founding Principles is a survey course of American History beginning with the European exploration of the new world and culminating with Reconstruction. Students will examine the historical and intellectual origins of the United States through specific events highlighting 19th century America. Major topics of study include the establishment of political parties, America’s westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction. This course is required for graduation.

**XOS—American History I Honors**

- **Year:** 11
- **Credits:** 1 unit
- **Course Length:** 1 semester

This course covers the same content as American History I CP, except will include additional research and projects on most content standards. Students will be expected to complete SUBSTANTIAL outside study and projects.

**XOS—American History II CP**

- **Year:** 11, 12
- **Prerequisites:** American History I
- **Credits:** 1 unit
- **Course Length:** 1 semester

This course is a survey course of American History highlighting the 20th century and focused on examining the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. Major topics of study include 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. This course is required for graduation.

**XOS—American History II Honors**

- **Year:** 11
- **Credits:** 1 unit
- **Course Length:** 1 semester

This course covers the same content as American History II CP, except will include additional research and projects on most content standards. Students will be expected to complete SUBSTANTIAL outside study and projects.

**42027XOS—AP Government and Politics**

- **Year Recommended:** 12
- **Prerequisites:** At least an 88% in Honors Civics & Economics; teacher recommendation
- **Credit:** 1 Unit
- **AP Weight**
- **Course Length:** 1 Semester

AP Exam Fee Required

Advanced Placement U.S. Government and Politics will provide students an intellectual foundation for observing, analyzing, and understanding national politics in the United States. Using primary and secondary source documents, as well as analysis of specific examples, students will examine and evaluate the institutions of American government, political parties and elections, mass media, political behavior, public policies, and the development of individual rights and liberties and their impact on citizens. The content of this course is the equivalent to that of an introductory college course in U.S. government and politics and successful completion of the AP College Board exam will allow a student to earn college credit (up to 3 college credit hours) for this course. A College Board examination is optional at the completion of the course.

**43077XOS—AP US History**

- **Year Recommended:** 11
- **Prerequisites:** American History I Honors
- **Credit:** 1 unit
- **AP Weight**
- **Course Length:** 1 Semester

AP Exam Fee Required

Advanced Placement United States History will provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History. Students will analyze historical material, synthesize their own ideas and evaluate those of others. This course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and present reasons and evidence clearly and persuasively in essay format. The content of this course is the equivalent to that of an introductory college course in U.S. history and successful completion of the AP College Board exam will allow a student to earn college credit (up to 6 college credit hours) for this course. A College Board examination is optional at the completion of the course.
Would be advantageous for a student to wait until the sophomore or junior year to begin a language study. Two semesters (level 1 and 2) of the same foreign language constitute the usual recommendations for college entrance; many colleges do strongly recommend levels 3 and 4. Students should check with their counselor about the requirements for specific colleges. Students are not allowed to take an independent study in a language outside the time period it is normally offered in the master schedule.

1101XOS—French 1

**Year Recommended:** 10-12  
**Prerequisites:** "C" or higher in CP English  
**Credit:** 1 unit  
**Course Length:** 1 semester

French I is designed for those students who wish to learn to speak, read, and write French, as well as learn about the culture of French-speaking countries. The student begins with oral work in the target language and learns to speak and to understand certain phrases. Grammar is introduced in an integrated fashion. The student begins to learn how sentences are formed by studying verb forms and memorizing vocabulary so that he/she can improve his/her ability to communicate. Emphasis is placed on all forms of communicating in French.

1102XOS—French 2

**Year Recommended:** 10-12  
**Prerequisites:** "C" or higher in French 1  
**Credit:** 1 unit  
**Course Length:** 1 semester

French II continues to develop the language learned in French I. French II goes into greater depth in speaking, writing, listening and reading. Students should move from phrases to sentences while perfecting their grammar. While French I mainly deals with the present tense, French II introduces students to the past tenses. Other topics of interest covered include: professions, hobbies, daily activates, technology and fables.

1103XOS—French 3 Honors

**Year Recommended:** 11, 12  
**Prerequisites:** "C" or higher in French 2  
**Credit:** 1 unit Honors Weight  
**Course Length:** 1 semester

The objective of this course is the completion of the basic French grammar and a comprehensive review of the knowledge acquired in the first two courses. This level is the most concentrated. At this level, students are required to converse on everyday topics, compose cohesive paragraphs, and read from authentic French texts. They should expect to spend two to three hours per week on homework and special projects.

1104XOS—French 4 Honors

**Year Recommended:** 12  
**Prerequisites:** "C" or higher in French 3  
**Credit:** 1 unit Honors Weight  
**Course Length:** 1 semester

French IV is for students wishing to broaden and extend their understanding of French. The course will focus on reading, writing, and discussion of literature, stressing the use of grammar and conversational skills learned in previous courses. Students are expected to spend two to three hours per week outside class in order to develop a strong working knowledge of French. French History and literature are emphasized in this class for students who wish to increase their ability to speak, read, and write.

1105XOS—French 5 Honors

**Year Recommended:** 12  
**Prerequisites:** "C" or higher in French 4  
**Credit:** 1 unit Honors Weight  
**Course Length:** 1 semester

Students broaden and expand skills already introduced. The course includes grammar, literature, history, film, and art related to French-speaking cultures.
54152XOS—Studio Art (BEGINNING)

Year Recommended: 9-2  
Credit: 1 unit  
Course Length: 1 semester

This is a foundation course designed to explore the elements and principles of design. An introduction to the concepts and techniques of drawing and painting is offered in a variety of studio experiences. Emphasis is on the development of basic drawing skills and knowledge of color to develop individual creativity. Any student, regardless of innate ability, can benefit from this course.

54162XOS—Studio Art (INTERMEDIATE)

Year Recommended: 10-12  
Prerequisites: Studio Art Beginning  
Credit: 1 unit  
Course Length: 1 semester

Required as a prerequisite to Art III/IV, this course is designed to build on information and concepts developed in Art I. Opportunity is provided to use these skills and techniques to enable the student to express himself individually and creatively. Even though primary emphasis is on drawing and painting, a variety of other media is explored. Another component is an introduction to art history.

54175XOS—Studio Art Honors (PROFICIENT)

Year Recommended: 11, 12  
Prerequisites: Studio Art Beginning & Intermediate-C or higher  
Credit: 1 unit Honors Weight  
Course Length: 1 semester

This course is designed for students who have a strong desire to pursue an interest in visual art. The student should show an interest in visual art. The student should be responsible, motivated, and able to work independently. Some structure is combined with independent choices of media and subject. The teacher will act as a facilitator. Only students who have a successful background in art techniques and an active interest in developing a greater understanding and competence in the subject area should enroll. Much emphasis will be placed on creative thinking skills to show a different way of looking at art, thinking about art, and making art.

54185S—Studio Art Honors (ADVANCED)

Year Recommended: 11, 12  
Prerequisites: Studio Art Beginning, Intermediate & Proficient with a C or higher.  
Credit: 1 unit AP Weight  
Course Length: 1 semester

Art IV is an advanced course designed for serious and highly motivated students who are planning a career or further study in the arts. Emphasis is on creative development and unusual approaches to art problems. Skills learned will be modified and enhanced to prepare students for careers in their chosen field. Students will be encouraged to develop their own personal style of visual expression. Independent projects will be an expectation, as will experimentation with new ideas. Students will prepare a

“**This world is but a canvas to our imagination.”**

Henry David Thoreau
### NCHS Course Offerings:

#### BAND

**Beginning (9-12)** **Teacher Discretion**
- Fall 52552XOF
- Spring 52552XOS

**Intermediate (9-12)** **Teacher Discretion**
- Fall 52562XOF
- Spring 52562XOS

**Prerequisites:** Audition and Director's approval; completion of middle school band.
**Credit:** 1 unit  
**Course Length:** 1 Semester

The band class at NCHS continues to build on the skills developed at the middle school level. Performances are the outgrowth of class instruction. Various opportunities are offered including marching band, concert band, color guard, stage band, pep band, variety show, and more. Each year the band marches in the annual Old Soldiers Reunion parade in Newton, performs for the home football games and selected away games, competes in several marching band competitions, performs winter and spring concerts, and participates in various other community performances. Most years the band prepares for the North Carolina concert band contest/festival. Qualified members may audition for the North Carolina contest/festival. Qualified members may audition for the Northwest-District Band and the North Carolina High School Honors Band (determined by placement at the district level). Bandsmen are encouraged to continue their musical growth by enrolling in band classes throughout high school.

**Proficient (9-12) Honors **Teacher Discretion**
- Fall 52575XOF
- Spring 52575XOS

**Advanced (9-12) Honors **Teacher Discretion**
- Fall 52585XOF
- Spring 52585XOS

**Year Recommended:** 11, 12
**Prerequisites:** Theatre Arts Intermediate
**Credit:** 1 unit  
**Course Length:** 1 Semester

This course builds upon skills developed in Theatre Arts 2. There is a performance project attached to the class.

**52202XOS—History of Contemporary Music**

**Year Recommended:** 9-12
**Credit:** 1 Unit  
**Course Length:** 1 Semester

This course provides the student with a focus on the various genres of music from the Blues, to Jazz, Rock and Roll to modern day contemporary styles. Students will create presentations on these genres of music.

**52152XOS—Music Theory**

**Year Recommended:** 9-12
**Credit:** 1 Unit  
**Course Length:** 1 Semester

Music Theory is a course designed to teach musical notation and ear training. Students are taught all of the basics of music theory. Students will be required to purchase a music theory workbook for the course.

#### THEATRE ARTS

**53152XOS—Theatre Arts (BEGINNING)**

**Year Recommended:** 9-12
**Credit:** 1 unit  
**Course Length:** 1 semester

This introduction to the basic skills of performance arts includes stage movement, vocal development, audition techniques, and improvisational skills. There is a sequential study of film history. Writing is emphasized in relation to critical thinking.

**53162XOS—Theatre Arts (INTERMEDIATE)**

**Year Recommended:** 10, 11, 12
**Prerequisites:** Theatre Arts Beginning
**Credit:** 1 unit  
**Course Length:** 1 semester

This course builds upon skills developed in Theatre Arts 1. There is a performance project attached to the class.

**53175XOS—Theatre Arts Honors (PROFICIENT)**

**Year Recommended:** 11, 12
**Prerequisites:** Theatre Arts Intermediate
**Credit:** 1 unit  
**Course Length:** 1 semester

This course builds upon skills developed in Theatre Arts 2. There is a performance project attached to the class.

**53152XOTT—Technical Theatre/ Production (BEGINNING)**

**Year Recommended:** 10-12
**Prerequisites:** Theater Arts Intermediate; teacher approval
**Credit:** 1 unit  
**Course Length:** 1 semester

This class emphasizes every aspect of theatre from set design to play production. Students will compete at the North Carolina Theatre conference. Rehearsals / performances outside the school day are required.
General Chorus: Large Ensemble
52302XOC—Beginning (teacher discretion)
52312XOC—Intermediate (teacher discretion)

General Chorus: Large Ensemble Honors
52325XOC—Proficient (teacher discretion)
52335XOC—Advanced (teacher discretion)

Year Recommended: 9, 10, 11, 12
Credit: 1 unit Course Length: 1 semester (fall)

The Large Ensemble Chorus is for anyone! A great voice is not necessary to join this class --- just a desire to enjoy singing. Emphasis is placed on the basic fundamentals of proper singing and the development of musical skills, including basic piano skills. A variety of modern and traditional, sacred and secular music will be used. Students must participate in all concerts and extracurricular activities associated with the group. Sample activities during the year include winter and spring concerts, district Choral Festival, Honors Chorus, Mars Hill Choral Clinic, and All-State Chorus. A spring trip will be taken if deemed appropriate by the director and administration. This course may be repeated for credit.

Chorus: Chamber Choir
Beginning: 52302XOCC (teacher discretion)
Intermediate: 52312XOCC (teacher discretion)

Chorus Chamber Choir: Honors
52325XOCC—Proficient (teacher discretion)
52335XOCC—Advanced (teacher discretion)

Year recommended: 9, 10, 11, 12
Prerequisites: Audition and Director's Approval
Credit: 1 unit Course Length: 1 semester (spring)

Students in this smaller class of 25 will be chosen to represent the school at various functions and concerts. Some repertoire will be performed with dance and movement. This class will be challenged not only with higher-level music but also with more intense vocal development. Students will learn fundamental music theory, beginning piano skills, sight-reading, and aural skills. This group will participate in regional adjudications. Interested students should contact the director.

Women’s Choir
Beginning: 52302XOW (teacher discretion)
Intermediate: 52312XOW (teacher discretion)

Women’s Choir Honors
Proficient: 52325XOW (teacher discretion)
Advanced: 52335XOW (teacher discretion)

Year recommended: 9-12
Prerequisite: Meet the following criteria – ability to match pitch; sing a melody on pitch and with correct rhythms a cappella; ability to read the treble clef; and ability to read and count simple rhythm patterns. Audition and Director’s Credit: 1 unit Course Length: 1 semester

Music Specialization - Piano
52162XOPL—Beginning (teacher discretion)
52172XOPL—Intermediate (teacher discretion)

Music Specialization - Piano Honors
52182XOPL—Proficient (teacher discretion)
52192XOPL—Advanced (teacher discretion)

Year recommended: 9-12
Credit: 1 unit Course Length: 1 semester

This course will cover piano skills from beginning to advanced. No prior experience in piano is necessary. Skills covered include: music theory, music reading, keyboard fluency, major and minor key signatures, composition, classical and popular repertoire, duets and solos. Students will work at their own pace with a curriculum designed especially for their skill level. No public performance is required, but will be offered for interested students.
NCHS Course Offerings: HEALTH & PE

**Healthful Living**

63022XOW—Females ONLY
63022XOM—Males ONLY

Year Recommended: 9
Credit: 1 unit  Course Length: 1 semester

This course is designed to meet the state requirements for health education. The following areas will be covered: personality, mental health, drugs, alcohol, tobacco, nutrition, first aid, diseases, family life education, wellness, stress, and violence. This course also places emphasis on flexibility, stamina, and strength with a concentration of physical fitness and agility. Dressing out and participation are required.

**62022XOLS1—Lifetime Sports 1**

Year Recommended: 10-12
Prerequisites: Teacher recommendation, Healthful Living
Credit: 1 unit  Course Length: 1 semester

This course is designed to include the development of general personal fitness, and active participation in lifetime sports such as basketball, flag football, soccer, softball, tennis, bowling, volleyball, badminton, and table tennis. This course will include rules and terminology with an emphasis in skill development, officiating, game strategies, safety, and leadership.

**62022XOLS2—Lifetime Sports 2**

Year Recommended: 10, 11, 12
Prerequisites: Teacher recommendation, Lifetime Sports 1
Credit: 1 unit  Course Length: 1 semester

This course is designed to include the development of a greater knowledge and application of personal fitness development, demonstration of more advanced skills in lifetime sports.

**62022XOLS3—Lifetime Sports 3**

Year Recommended: 11, 12
Prerequisites: Teacher recommendation, Lifetime Sports 2
Credit: 1 unit  Course Length: 1 semester

This course is designed to include the development of a greater knowledge and application of personal fitness development for lifetime health and fitness. This course will include rules, officiating, game strategies, safety and leadership.

**62022XOLS4—Lifetime Sports 4**

Year Recommended: 12
Prerequisites: Teacher recommendation, Lifetime Sports 3
Credit: 1 unit  Course Length: 1 semester

This course is designed for more individual lifetime sports, planning a fitness program, and advanced skills and strategies of different sports.

**CORE FITNESS**

62022XOFF1—Core Fitness 1 (FALL)
62022XOFF2—Core Fitness 2 (FALL)
62022XOFF3—Core Fitness 3 (FALL)
62022XOFF4—Core Fitness 4 (FALL)

Year Recommended: 10-12

*Designed for students who are active in organized sports offerings during the FALL or SPRING season.*

Prerequisites: Teacher Approval
Credit: 1 unit  Course Length: 1 semester

This course is offered to any student who wants to continue muscle development, strength, cardiovascular fitness and quickness through more advanced lifting techniques. Students will design and implement a personal fitness plan.

**62022XOAS1—Athletic Strength and Fitness 1**

Year Recommended: 9-12
Prerequisites: Teacher recommendation, Healthful Living
Credit: 1 unit  Course Length: 1 semester

This course is offered to athletes who are actively participating in a sport at NCHS. It involves introductory techniques of weight training and cardiovascular conditioning, safety precautions and injury prevention. The major focuses are general muscle toning and achieving total fitness.

**62022XOAS2—Athletic Strength and Fitness 2**

Year Recommended: 10-12
Prerequisites: Teacher recommendation, active participant in Strength & Fitness 1
Credit: 1 unit  Course Length: 1 semester

This course is designed to improve muscular strength and power through progressive weight training techniques. More advanced coursework on the principles of cardiovascular fitness and strength development are a part of this course. This course includes techniques and skills as well as alternative strategies for developing overall strength and conditioning.

**62022XOAS3—Athletic Strength and Fitness 3**

Year Recommended: 11-12
Prerequisites: Teacher recommendation, active participant in Strength & Fitness 2
Credit: 1 unit  Course Length: 1 semester

This course is designed for athletes interested in trying some advanced lifting and exercise techniques which may include Olympic lifts, plyometric training, and agility and speed workouts. Coursework may include the basic principles of exercise testing and evaluation, cardiovascular fitness, and strength development.

**62022XOAS4—Athletic Strength and Fitness 4**

Year Recommended: 11, 12
Prerequisite: Current NCHS athlete, teacher recommendation, minimum grade of 85 in Strength & Fitness 3
Credit: 1 unit  Course Length: 1 semester

This course is designed for NCHS athletes who desire further improvement in physical strength and speed through various relative routines. Emphasis will be directed mainly to these areas.
NCHS Course Offerings: CAREER/TECHNICAL EDUCATION

**e-Commerce I Honors**
Course Number: BD12
Recommended Maximum Enrollment: 20*
Year Recommended: 10-12
Prerequisite: BD10 Multimedia and Webpage Design

This course is designed to help students master skills in the design and construction of complex web sites for conducting business electronically. Emphasis is on skill development in advanced web page construction and entrepreneurial applications of conducting business electronically as well as economic, social, legal, and ethical issues related to electronic business. Students learn through project-based applications as they plan, design, create, publish, maintain, and promote an e-commerce website. Art is reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. FBLA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *Class enrollment limited to 20 due to the technology-intense nature of instruction.

**e-Commerce II Honors**
Course Number: BD14
Recommended Maximum Enrollment: 20*
Year Recommended: 11, 12
Prerequisite: BD12 e-Commerce I

This course is designed to help students master advanced skills in electronic commerce security, payment infrastructure, secure electronic commerce transactions, and electronic commerce order entry, tracking and fulfillment. Emphasis is placed on marketing techniques for electronic commerce websites, tracking and using customer and sales data, and other uses of databases in electronic commerce sites as students develop a capstone project. Arts and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. *Class enrollment limited to 20 due to the technology-intense nature of instruction.

**Personal Finance**
Course Number: BF05
Recommended Maximum Enrollment: 25
Year Recommended: 10, 11, 12
Prerequisite: None

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
Multimedia and Webpage Design  
Course Number: BD10  
Recommended Maximum Enrollment: 25  
Recommended Hours of Instruction: 135-150  
Prerequisite: None  

This course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications. English language arts and arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Sports and Entertainment Marketing I  
Course Number: MH31  
Recommended Maximum Enrollment: 30  
Recommended Hours of Instruction: 135-150  
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; media negotiations and on-site merchandising; economic foundations; human relations; and safety and security. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Sports and Entertainment Marketing II  
Course Number: MH32  
Recommended Maximum Enrollment: 30  
Recommended Hours of Instruction: 135-150  
Prerequisite: MH 31 Sports Entertain MK I  

In this course, students acquire an understanding 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. Mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Biomedical Technology  
Course Number: HB10  
Recommended Maximum Enrollment: 30  
Year Recommended: 9, 10, 11  
Prerequisite: None  

This course challenges students to investigate current medical and health care practices using technology and advances in health care research. Topics include ethics, forensic medicine, infectious diseases, organ transplants, cell biology and cancer, and biomedical research. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Health Science I  
Course Number: HU40  
Recommended Maximum Enrollment: 30  
Year Recommended: 9, 10, 11, 12  
Prerequisite: None  

This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology is recommended as preparation for this course.

Health Science II  
Course Number: HU42  
Recommended Maximum Enrollment: 20+  
Year Recommended: 10, 11, 12  
Prerequisite: HU40 Health Science I  

This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.  
*Class enrollment limited to 20 to establish a foundation of knowledge critical to the application of patient care skills.

Nursing Fundamentals  
Course Number: HN43  
Maximum Enrollment: 10+  
Hours of Instruction: 2 Blocks  
Year Recommended: 12 ONLY  
Prerequisite: Application required & HU42 Health Science II  

This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (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. Work-based learning strategies appropriate for this course include a required clinical internship in a long-term care agency. Healthcare agencies may require testing for tuberculosis and/or other diseases and a criminal record check for felonies related to drugs. Cooperative education is not available for this course. HOSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.  
*Enrollment is limited per North Carolina Board of Nursing (BON) Administrative Rule 21 NCAC 36.0318(i), which requires the ratio of teacher to nurse aide students be 1:10 or less while in the clinical area. DHSR applies BON Rule to the classroom training area.
Pharmacy Technician
Course Number: HH32
Recommended Maximum Enrollment: 20*
Year Recommended: 12
Prerequisite: Application required & HU42 Health Science II

This course has self-paced, on-line instruction designed to prepare high school seniors for a pharmacy technician career. Topics included in this course are federal law, medication used in major body systems, calculations, and pharmacy operations. Mathematics is reinforced in this course. Work-based learning strategies appropriate for this course include an apprenticeship, cooperative education, internship, or mentorship. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course is accredited by the Accreditation Council for Pharmacy Education (APCE). Upon successful completion of this course and after graduation, the student is eligible to take the Pharmacy Technician Certification Board (PTCB) exam. *Class enrollment limited to 20 to establish a foundation of knowledge critical to the application of patient care skills.

Core and Sustainable Construction
Course Number: IC00
Recommended Maximum Enrollment: 20*
Year Recommended: 9, 10, 11
Prerequisite: You must take this course before you can take Carpentry I or Masonry I

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, and basic employability skills, and “Your Role in the Green Environment”. The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint. English Language Arts and Mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.

Carpentry I
Course Number: IC21
Recommended Maximum Enrollment: 20*
Year Recommended: 9, 10, 11
Prerequisite: IC00 Core and Sustainable Construction

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

Carpentry II
Course Number: IC22
Recommended Maximum Enrollment: 20*
Year Recommended: 10, 11, 12
Prerequisite: IC21 Carpentry I

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

Masonry I
Course Number: IC11
Recommended Maximum Enrollment: 20*
Year Recommended: 9, 10, 11
Prerequisite: IC00 Core and Sustainable Construction

This course covers basic masonry terminology and develops technical aspects of masonry with emphasis on development of introductory skills. This course introduces the nature of masonry technology, materials and supplies, and employability skills. Topics include safety, layout, tools, leveling, plumbing, use of straight-edge, and jointing brick and block in wall construction. Mathematics and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.

Carpentry III
Course Number: IC23
Recommended Maximum Enrollment: 20*
Year Recommended: 11, 12
Prerequisite: IC22 Carpentry II

This course develops advanced technical aspects of carpentry with emphasis on development of skills. The course content includes roofing applications, thermal and moisture protection, exterior finishing, cold formed steel framing and drywall installations. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.
Masonry II
Course Number: IC12
Recommended Maximum Enrollment: 20*
Year Recommended: 10, 11, 12
Prerequisite: IC11 Masonry I
This course builds on skills mastered in Masonry I and provides advanced masonry skills including measurements, drawing and specifications, mortar, masonry units, and installation techniques. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. Geometry is recommended as preparation for this course. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

Masonry III
Course Number: IC13
Recommended Maximum Enrollment: 20*
Year Recommended: 11, 12
Prerequisite: IC12 Masonry II
This course develops advanced technical aspects of Masonry with emphasis on development of skills introduced in Masonry II. The course content includes residential plans and drawing interpretation, residential masonry, grout and other reinforcement, and metalwork in masonry. Introductory skills for the Crew Leader are also introduced in this course. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course. *Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

CTE Internship
Course Number: CS97
Year Recommended: 11, 12
Prerequisite: Application required
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.

Career Management
Course Number: CC45
Prerequisite: None
This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to communications, interpersonal skills, problem solving, personal management and teamwork. English language arts are reinforced. Work-based learning strategies appropriate for this course include business/industry field trips, internships, job shadowing, and service learning. Student participation in Career and Technical Student Organization (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
Teen Living
Course Number: FCto
Year Recommended: 9, 10, 11, 12
Credit: 1 unit
Course Length: 1 semester

This course examines life management skills in the areas of personal and family living; wellness, nutrition, and foods; financial management; living environments; appropriate child development practices; fashion and clothing; and job readiness. Emphasis is placed on students applying these skills during their teen years. Through simulated experiences, they learn to fulfill their responsibilities associated with the work of the family and community. Skills in mathematics, communication, science, technology, and personal and interpersonal relationships are reinforced in this course.

Foods I
Course Number: CN41
Recommended Maximum Enrollment: 20 (or 4-5 per laboratory kitchen)
Recommended Hours of Instruction: 135-150

This course examines the nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management, food preparation and sustainability for a global society, and time and resource management. English language arts, mathematics, science, and social studies are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills to authentic experiences.

Foods II-Enterprise Honors
Course Code: FN42
Recommended Maximum Enrollment: 20 (or 4-5 per laboratory kitchen)
Prerequisite: Foods I FN41
Recommended Hours of Instruction: 135-150

This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students taking the exam for a nationally recognized food safety credential. Students develop skills in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings. A real or simulated in-school food business component allows students to apply instructional strategies. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, credit, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Interior Design I FI51
Course Code: FI51
Recommended Maximum Enrollment: 25
Recommended Hours of Instruction: 135-150

This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students develop 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. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Interior Applications III
Course Number: FI53
Recommended Maximum Enrollment: 25
Year Recommended: 12
Prerequisite: Interior Design II FI52
Recommended Hours of Instruction: 135-150

This course prepares students for entry-level and technical work opportunities in interior design. Students develop interior applications to meet clients’ needs using components found in residential and non-residential settings. Students apply design, selection, production, and renovation skills to wall and floor coverings, lighting, windows, case goods, and upholstered furniture. Art and mathematics are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Parenting and Child Development
Course Code: FE60
Year Recommended: 9-12
Prerequisites: None
Credit: 1 unit
Course Length: 1 semester

The special focuses of this course are understanding of human development through the childhood years. Students investigate the influence of parents and families on a child’s development and the roles and responsibilities, costs, and obligations of rearing a child. Topics include studying prenatal development and child growth patterns, meeting the needs of children, and the special problems of teenage parents. The course provides a foundation for family and community living and work that involve knowledge of the process of human development.

Apparel Development 1
Course Code: FA31
Year Recommended: 9,10,11,12
Prerequisites: None
Credit: 1 Unit
Course Length: 1 Semester

This course examines clothing production in the area of preparation for clothing construction, consumer decisions, textiles, historical perspectives and design. Emphasis is place on application of design skills to apparel and home fashion. Work based learning strategies, field trips, job shadowing and service learning will be offered. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.
Apparel Development II  
Course Code: FA32  
Year Recommended: 10, 11, 12  
Prerequisites: FA 31 Apparel Development I  
Credit: 1 unit  
Course Length: 1 semester  
This course focuses on advanced clothing and housing apparel development. The use of fibers and fabrics is combined with design and construction techniques to develop and produce a clothing or housing apparel product. A real or simulated business apparel enterprise and FCCLA activities allow students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop a portfolio. Skills in science, mathematics, management, communication, and teamwork are reinforced in this course. Work-based learning strategies appropriate for the course include school-based enterprises, field trips, job shadowing.

Drafting 1  
Course Code: IC61  
Year Recommended: 9, 10, 11, 12  
Prerequisites: None  
Credit: 1 unit  
Course Length: 1 semester  
This course familiarizes the student with employment opportunities, skills required, terminology, and identification of instruments. Topics include sketching, instrument drawings, Computer Aided Drafting (CAD) and technical drawings. Students will learn to read and develop mechanical/ architectural drawings.

Drafting 2 - Residential Architecture  
Course Code: IC 62  
Year Recommended: 10, 11, 12  
Prerequisite: IC 31 Drafting 1  
Credit: 1 unit  
Course Length: 1 semester  
This course includes the comprehensive study of home design. Areas include floor plan design, wall sections, elevations, foundation plans, roof plans and details. In-depth use of Computer Aided Drafting (CAD) is continued in this course. The development and reading of architectural drawings are taught.

Drafting 3 - Residential Architecture HONORS  
Course Code: IC63  
Year Recommended: 11, 12  
Prerequisite: IC 62 Drafting 2  
Credit: 1 unit  
Course Length: 1 semester  
This is a continuation of Drafting 2. The plan created in Drafting 2 will be used to explore site plans, stair details, interior elevations and perspective of the student’s design.

AGRICULTURAL AND NATURAL RESOURCES TECHNOLOGIES

Horticulture I  
Course Code: AP41  
Year Recommended: 9-12  
Credit: 1 unit  
Course Length: 1 semester  
This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, career opportunities, and leadership development. Skills in biology, chemistry, and algebra are reinforced in this course. Work-based learning strategies appropriate for this course are agri-science projects, internships, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

Horticulture II  
Course Code: AP42  
Year Recommended: 10-12  
Credit: 1 unit  
Course Length: 1 semester  
This course covers instruction that expands the scientific knowledge and skills to include more advanced scientific computations, and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf-grass management, career planning, and leadership/personal development. Skills in biology, chemistry, and algebra are reinforced in this class. Work-based learning strategies appropriate for this course are agri-science projects, cooperative education, apprenticeships, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.
The Naval Junior Reserve Officers Training Corp (NJROTC) provides the opportunity to participate in many interesting and rewarding experiences. The curriculum emphasizes the development of responsible citizens focusing on the core values of the United States Navy; Honor, Courage and Commitment. The curriculum offers an excellent opportunity for student to learn self-discipline and teamwork, while developing confidence and essential academic and leadership skills. Students are afforded the opportunity to participate in a variety of community service projects and team competitions including drill team, color guard, air rifle and orienteering. Beginning this year each course will contain a 4 week preparation element designed to prepare students for the Scholastic Aptitude Test.

95012XOS—NJROTC I/ Naval Science I

Years Recommended: 9-12
Credit: 1 unit Course Length: 1 semester

Naval Science I is an introductory course designed for high school students who have had no previous Naval JROTC experience. The course is designed to provide the cadet with a basic understanding of the concepts of followership, leadership, citizenship, naval ships, and naval aviation. Basic drill ceremonies and physical fitness are also emphasized.

95022XOS—NJROTC II/Naval Science II

Years Recommended: 10-12
Prerequisite: Naval Science I Credit: 1 unit Course Length: 1 semester

Naval Science II is designed to provide the cadet with an opportunity for minor leadership roles in the unit. Academic subjects such as naval history from 1860 through World War II, career planning, citizenship, and meteorology are covered. Additionally the fundamentals of navigation and rules of the road are included. Drill, physical fitness, and increased personal responsibilities are emphasized.

95032XOS—NJROTC III/Naval Science III

Years Recommended: 11-12
Prerequisite: Naval Science II Credit: 1 unit Course Length: 1 semester

This course deals with United States and naval history from the end of World War II to the present. Academics include: naval leadership, international law and the sea, military justice, sea power, the maneuvering board and electricity (radar/sonar). Cadets become more involved in the day-to-day operation of the unit and take on responsibility for the performance of junior cadets. Drill, physical fitness, and leadership is emphasized. Involves project based assignments and complex writing assignments.

95042XOA—NJROTC IV/Naval Science IV

Years Recommended: 11-12
Prerequisite: Naval Science III Credit: 1 Unit Course Length: 1 semester

The cadet staff positions are filled be Naval Science IV cadets. This course consists of self-paced readings about leadership, essay writing, lectures, and unit administration. These cadets make assignments, plan and carry out a variety of military and social unit functions such as the annual inspection and the military ball. This is the year cadets hone leadership skills.

95035XOA—NJROTC III/Naval Science III Honors

Years Recommended: 11-12
Credit: 1 unit Honors Weight Course Length: 1 semester
Prerequisite: Naval Science II

This course deals with United States and naval history from the end of World War II to the present. Academics include: naval leadership, international law and the sea, military justice, sea power, the maneuvering board and electricity (radar/sonar). Cadets become more involved in the day-to-day operation of the unit and take on responsibility for the performance of junior cadets. Drill, physical fitness, and leadership is emphasized. Involves project based assignments and complex writing assignments.

95045XOA—NJROTC IV/Naval Science IV Honors

Years Recommended: 10-12
Prerequisite: Naval Science III Credit: 1 unit Honors Weight Course Length: 1 semester

The cadet staff positions are filled be Naval Science IV cadets. This course consists of self-paced readings about leadership, essay writing, lectures, and unit administration. These cadets make assignments, plan and carry out a variety of military and social unit functions such as the annual inspection and the military ball. This is the year cadets hone leadership skills. Involves project based assignments and complex writing assignments.

95025XOA—Advanced Drill/Ceremonies Honors

Years Recommended: 10-12
Prerequisite: Naval Science I-III Credit: 1 unit Honors Weight Course Length: 1 semester

Offered 1st semester only

This course is devoted to developing marching and leadership skills necessary to perform basic and exhibition drill performances at JROTC drill meets held throughout the region largely on weekends. Weekend Drills are mandatory for course credit. Cadets also perform color guard duties at school events and at other ceremonies and parades in the community. The element of academics includes Military knowledge. Advanced Drill students must also be enrolled in an ROTC Full Academic course during the year. Honors students are expected to lead through participation.

Naval JROTC Honors classes are designed for Junior and Senior students. The Honors program is designed from the Command and Staff Masters program taught by the military services to mid-level career officers. Specifically, the honors program focuses on the operations, logistics, intelligence, and leadership skills required for Military actions at the TACTICAL, OPERATIONAL, and STRATEGIC level to execute and maintain US National Military Security.
92100XOS--Occupational English 1

Year Recommended: 9
Prerequisites: Selection based on state and local criteria, with student following an Occupational Course of Study
Credit: 1 unit  Course length: 1 or more semesters

Students in Occupational English 1 apply reading and writing strategies to interpret and express factual, functional information. They will use oral language strategies to communicate effectively in both formal and informal situations. The course includes writing, vocabulary, grammar, basic research skills, oral communication, and literary genres.

92110XOS--Occupational English 2

Year Recommended: 10
Prerequisites: Selection based on state and local criteria, with student following an Occupational Course of Study. Occupational English 1
Credit: 1 unit  Course length: 1 or more semesters

Students in Occupational English 2 analyze and employ effective communication skills. They use standard rules of convention and syntax to give and request information. The course will stress writing, vocabulary, grammar, library skills, oral communication, and literature. They read and comprehend a variety of texts. This course requires a state End-of-Course exam.

92120XOS--Occupational English 3

Year Recommended: 11
Prerequisites: Selection based on state and local criteria, with student following an Occupational Course of Study.
Credit: 1 unit  Course length: 1 or more semesters

Occupational English 3 offers continued training in writing, grammar, and vocabulary while exploring literature. Students will identify main ideas and supporting information from print and demonstrate analytical understanding of literature.

92130XOS--Occupational English 4

Year Recommended: 12
Prerequisites: Selection based on state and local criteria, with student following an Occupational Course of Study.
Credit: 1 unit  Course length: 1 or more semesters

Occupational English 4 offers continued and more challenging literature exploration with training in writing, grammar, and vocabulary. Students will demonstrate a more in-depth and analytical understanding of literature.

92320XOS--Occupational Biology

Year Recommended: 11
Prerequisites: Selection based on state and local criteria, with student following an Occupational Course of Study.
Credit: 1 unit  Course Length: 1 semester

Occupational students will develop basic, functional knowledge of science concepts in the areas of biology, earth science and environmental science. Students learn about life functions, genetics, microbiology, and the morphology and physiology of plants and animals. This course requires a state End-of-Course exam.

—Occupational Into to Mathematics

Year Recommended: 9
Prerequisites: Selection based on state and local criteria, with student following an Occupational Course of Study.
Credit: 1 unit  Course Length: 1 semester

This course continues the study of mathematics from the Middle School. Students will apply mathematical operations with rational numbers, ratios, proportions and percentages to solve problems. They will solve problems relating to geometry and measurement. Emphasis is also placed on applying algebraic properties to solve problems, understand patterns and relationships and graphs.

—Occupational Financial Management

Year Recommended: 9
Prerequisites: Selection based on state and local criteria, with student following an Occupational Course of Study.
Credit: 1 unit  Course Length: 1 semester

This course emphasizes the application of skills previously learned. In this course students demonstrate an understanding of personal financial planning, management and independent living. Emphasis is placed on understanding state and federal income taxes, wages and the use of credit. Students will expand their knowledge of types of insurance to meet their personal needs as well as apply math skills to consumer spending.

—Occupational American History I

Year Recommended: 11
Prerequisites: Selection based on state and local criteria, with student following an Occupational Course of Study.
Credit: 1 unit  Course Length: 1 semester

OCS students are taught about 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. They will learn about the important political and economic factors that contributed to the development of colonial America, outbreak of American Revolution and key ideas of the U. S. Constitution.

—Occupational American History II

Year Recommended: 12
Prerequisites: Selection based on state and local criteria, with student following an Occupational Course of Study.
Credit: 1 unit  Course Length: 1 semester

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. Students will 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.
NOTE:
As you complete your registration sheets please review the requirements for graduation as presented in the chart on page 16.

PLEASE make your selections carefully. Changing schedules is difficult as teacher allotments, teacher assignments on site and shared teaching assignments with the Middle school will be affected.

Once your student signs the form as well as the Parent Signature *(required) it serves as a commitment on the part of both Student and Parent that those courses will be adhered to.

Changes may be necessary as dictated by the Counseling Department but will be minimal. We thank you in advance for taking the time to consider the options put forward by this tabloid. We welcome any questions that will enable your child to be successful.
# Future Ready Core

Newton Conover High School

*(For Ninth Graders)*

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<tr>
<th>Content Area</th>
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| **English (4 Units of Credit)** | *English I  
*English II  
*English III  
*English IV* |
| **Mathematics (4 Units of Credit)** | *Math I  
*Math II  
*Math III  
*Discrete Math  
*Pre-Calculus  
*Advanced Functions and Modeling* |
| **Science (3 Units of Credit)** | *Earth Science/ Environmental  
*Biology  
*A Physical Science (Physical Science, Chemistry, Physics)* |
| **Social Studies (3 Units of Credit)** | *World History  
*Civics and Economics  
*American History I  
*American History II* |
| **Health and PE** | *Health and PE* |
| **Second Language** | Not required for graduation but required for admission to the UNC system  
*Spanish 1  
*French 1  
*Spanish 2  
*French 2* |
| **Required Electives (6 Units of Credit)** | Required Electives  
Two (2) electives from any combination from CTE, Arts or Second Language.  
1)________________________  
2)________________________  
Four (4) electives from one of the following areas:  
CTE, NJROTC, Arts or Subject  
1)________________________  
2)________________________  
3)________________________  
4)________________________  
*Career Cluster*  
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2)________________________  
*Arts Cluster*  
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*NJROTC*  
*Subject Concentration*  
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2)________________________  
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## Future Ready Core

Newton Conover High School

(For Ninth Graders entering in 2014-15 & all others, EXCEPT 2015 Seniors)

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*English III  
*English IV  |
| **Mathematics** (4 Units of Credit) | *Algebra 1  
*Algebra 2  
*Geometry  
*Discrete Math  
*Pre-Calculus  
*Advanced Functions and Modeling  |
| **Science** (3 Units of Credit) | *Earth Science/ Environmental  
*Biology  
*A Physical Science  |
| **Social Studies** (4 Units of Credit) | *World History  
*Civics and Economics  
*American History 1  
*American History 2  |
| **Health and PE** | *Health and PE  |
| **Second Language** | Not required for graduation but required for admission to the UNC system  
*Spanish1  
*Spanish 2  
*French 1  
*French 2  |
| **Required Electives** (6 Units of Credit) | Required Electives  
Two(2) electives from any combination from CTE, Arts or Second Language.  
1)  
2)  |
| *Career Cluster       |  
| *Arts Cluster         |  
| *NJROTC               |  
| *Subject Concentration|  |
| **Required Electives** (4 Units of Credit) | Four (4) electives from one of the following areas:  
CTE, NJROTC, Arts or Subject  
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2)  
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## Future Ready Core

**Newton Conover High School**

*(For Seniors 2015 ONLY)*

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<td>Four (4) electives from one of the following areas:</td>
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<td>CTE, NJROTC, Arts or Subject</td>
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<td>1) ____________________________</td>
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<td>4) ____________________________</td>
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