

ROCKINGHAM  
COUNTY SCHOOLS

**2020-2021  
HIGH SCHOOL  
REGISTRATION GUIDE**



EMPOWERING ALL STUDENTS  
TO COMPETE GLOBALLY



Dear Incoming and Current High School Students and Families:

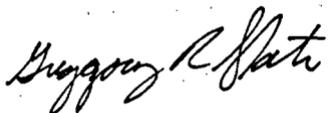
This high school course handbook contains information needed to register for the upcoming school year. Please read this handbook and course descriptions carefully and give serious consideration to your course selections. Registration is a commitment to take the courses you have selected for the upcoming school year. Remember, you are requesting a specific course, not a specific teacher, time, and/or place. Every effort will be made to schedule students for the courses selected. Qualified students may enroll in any course regardless of ethnic origin, sex, race or handicapping condition.

All high schools are fully accredited by AdvancEd, the regional accreditation agency, and by the State Department of Public Instruction. This accreditation means that Rockingham County Schools has met and/or surpassed a strict set of national standards of educational excellence.

Students entering ninth grade are required to successfully complete the following courses and take a state created End of Course Exam: Math I, Biology, and English II. Additionally, students will also be required to complete the Rockingham County Schools Career and College Ready (CCRG) courses administered at each high school to prepare students to meet state Career and College Readiness legislation (N.C.G.A. S.L. 2015-241). The CCRG courses will account for 0.5 academic elective credits each year for a total of 2 additional credits required for graduation (RCS Board Policy 3460).

Lastly, course selections should be taken very seriously. Please make sure you listen to the advice of school officials when selecting courses and alternates. Schedule changes **WILL ONLY BE GRANTED** if there is an academic misplacement. If you have any questions regarding this process please contact the school. Additional courses available to all Rockingham County School's high school students include: Rockingham Community College Courses, RCS Virtual Academy, APEX Learning, and North Carolina Virtual Public School. For details, contact your school counselor or 336-627-2621.

Sincerely,

A handwritten signature in black ink that reads "Gregory R. Slate". The signature is written in a cursive style with a large, prominent 'G' and 'S'.

Gregory R. Slate, Ed.D.  
Director of Secondary Schools  
Rockingham County Schools

# High School Information

## College Admission Tests

### The ACT Test

The North Carolina Department of Public Instruction has entered into a partnership with ACT, a not-for-profit organization that provides educational assessment, research, information, and program management services. North Carolina 11<sup>th</sup> graders will take the ACT test and 10<sup>th</sup> graders will take the PLAN test. Some students will also take the WorkKeys assessment. These assessments will measure what students have learned in their courses and help educators identify the information that students still need to learn to succeed in college or a career. For additional information regarding, North Carolina's plan for preparing students for college and careers you may access the following web link: [www.act.org/stateservices/northcarolina](http://www.act.org/stateservices/northcarolina)



### Scholastic Aptitude Test (SAT)



The Scholastic Aptitude Test of the College Board will be given on Saturdays during the school year. The test is designed for college bound students and usually is taken by interested students in the spring of their junior year and the fall of their senior year. Details concerning this test and procedures for applying may be obtained from the Student Services Department. Applications are available online at [www.collegeboard.com](http://www.collegeboard.com). Test dates and locations are published on the registration form.

### Advanced Placement (AP) Courses

Rockingham County Schools offer a number of Advanced Placement (AP) courses. These courses are designed for students who are ready for the rigors of college level work and are willing to dedicate significant time outside of class to be academically successful at a high level. AP classes may require summer reading, after school or weekend labs and additional review sessions. AP courses are not limited to only juniors and seniors. Students are encouraged to begin AP courses as soon in their high school career as appropriate. Specific AP course descriptions can be found in the course offerings section of the registration handbook.

For most AP subjects, there is no prerequisite course work. For some subjects, though, it is recommended that students have had some preliminary course work to be best prepared for the challenges of a particular AP course. The College Board discourages the creation of "honors track" prerequisites or other pipelines through which students must progress before they are allowed to enroll in AP. **A student's individual motivation should inform enrollment decisions.** For more information on specific course content and AP information, please consult the website of the College Board, [www.collegeboard.com](http://www.collegeboard.com). Students are encouraged to take the most rigorous courses offered in their schools in preparation for AP courses. To be granted college credit, students must sign up and pay for the College Board's AP test for each AP course taken. College credit may be earned by attaining the required scores on the national AP exams. Students should consult with their chosen college to determine the test grade required to receive credit at that institution. Standards vary across the state and the nation.

### Benefits of Enrolling in AP Classes

- AP courses provide a challenging college-level course and the opportunity to place out of an introductory college course, thus saving tuition money and /or allowing early graduation from college.
- Depending on the score a student makes and the policies of the college/university the student selects, the student may receive three or more semester hours of college credit for each test taken.
- AP students can take a wide variety of courses in multiple disciplines or concentrate on AP courses within a discipline (for instance, a strong science student could choose to concentrate on AP science courses and take regular or Honors courses in the other disciplines).
- AP courses provide students with the opportunity to work with like-minded students who share an aptitude for learning and a willingness to apply themselves to hard work at academic, intellectual, and artistic interests.
- AP courses allow students to take challenging courses without hurting one's GPA. Advanced Placement (AP) courses are weighted one additional point.
- Students who do well in AP classes increase their chances of college success, and the College Board recognizes AP Scholar Designations and notifies both the high school and college the student attends of these distinctions.

**AP Courses Offered:** The following courses will be offered face to face in select RCS high schools. Course availability will depend on teacher certification and course availability at each high school.

AP Biology/Chemistry/Physics	AP World History
AP Calculus	AP United States History
AP English Language and Composition	AP Psychology
AP English Literature and Composition	AP Environmental Science
*Additional AP courses may be offered face-to-face or online or the NC Virtual Public School depending on student demand and interest. Information about specific AP courses can be found at this site <a href="https://apstudent.collegeboard.org/home?navid=gh-aps">https://apstudent.collegeboard.org/home?navid=gh-aps</a>	

### College Financial Aid

All students planning to attend College in the upcoming fall should file the Free Application for Federal Student Aid. The FAFSA form is the first step in receiving financial aid in the form of scholarships, grants, and/or loans. It is critical to get this form completed in a timely manner. The FAFSA form is online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). This form is free to complete and submit. The FAFSA form must be completed during the window of January 1st and March 15th of the year the student is applying to go to college. Parents must file taxes as early as they can in order to complete the FAFSA form for their child to go to college and obtain financial aid. This form should be submitted by the middle to late February to ensure consideration for monies awarded early. The first requirement is to obtain a PIN number which is required in order to sign the FAFSA in a secure manner. Students can apply for a PIN number by going to [www.pin.ed.gov](http://www.pin.ed.gov). The College Foundation of North Carolina (CFNC) provides a wealth of information regarding college and career planning. Students are required to create an account to access information on the website [www.cfnc.org](http://www.cfnc.org). The Carolina College Adviser on your campus can assist you with this process.

### **Driver's Education**

Rockingham County School System offers Driver Education for a fee of \$25 to all public, private, charter and home school students who are eligible. A student must be at least fourteen and a half years of age to enroll in Driver Education. The Driver's Education Course consists of a classroom portion and a behind-the-wheel portion.

### **A Student Losing Driving Privileges**

North Carolina law mandates that students under 18 years of age have their learner's permit or license revoked for the following reasons:

- Dropping out of school, or
- Failure to pass 3 out of 4 courses in a semester

Parents will be notified of the revocation of the learner's permit or driver's license and will have the option of requesting a waiver based on a hardship. Parents will be given 10 days to return a Hardship Form and provide documentation to support the request.

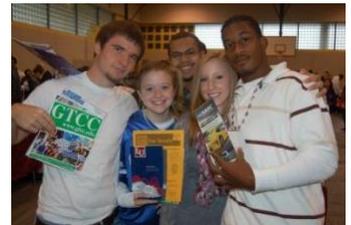
### **Lose Your Cool, Lose Your License**

North Carolina law allows for the suspension of a student's permit or license for a period of one year for the following reasons:

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

### **Educational Opportunity Programs (EOP – formerly known as College Day)**

This event provides juniors and seniors and their parents the opportunity to talk with representatives from about eighty colleges and universities (primarily in North Carolina), specialized schools, and the Armed Services. This opportunity enables students and parents to learn about offerings available at these postsecondary institutions and the military. Details will be given through group guidance sessions.



### **GPA - Grading Procedures**

#### **New Grading Scale**

Beginning in August 2015 the new 10 point grading scale for ALL high school students grades 9-12 will be:

- A= 90-100
- B= 80-89
- C=70-79
- D=60-69
- F=59 and below

The Semester Grade should reflect the two (2) quarters' grades plus the exam grade. The final exam must count 25 percent of the semester grade.

#### **GPA**

GPA (Grade Point Average) is calculated two ways in high school. For the sake of clarity and discussion, we will call these the 4.0 system and the 5.0 system. The 4.0 system is non-weighted, and the 5.0 system is weighted. The 4.0 system is used to report GPA to colleges, schools, and prospective employers when requested; this system also will be reported on all report cards. In addition, it is used to determine eligibility for the National Honor Society, Scholar/Athletic Awards, Presidential Academic Fitness Awards, and the North Carolina Scholars Award. Basically, the 4.0 system is reported when there is competition for awards, scholarships, etc. when other schools are involved.

The 5.0 system is used to determine Rank-In-Class. The Rank-In-Class is reported to colleges and schools as part of the student transcripts. This system also is used to determine eligibility for Junior Marshals and Honor Graduates.

### **Graduation**

Students entering grade 9 in the 2019-2020 school year are under the requirements of the Future Ready Core course requirements for a high school diploma. These requirements include successful completion of: 4 English courses, 4 math courses, 3 science courses, 4 social studies courses, 1 health and physical education course, and 6 electives. Additionally, students will also be required to complete the Rockingham County Schools Career and College Ready (CCRG) courses administered at each high school to prepare students to meet state Career and College Readiness legislation (N.C.G.A. S.L. 2015-241). The CCRG courses will account for 0.5 academic elective credits each year for a total of 2 additional credits required for graduation (RCS Board Policy 3460). Also, beginning in the 2020-21 school year, students may be required to be required to take mandatory remedial courses based on student readiness and preparation for college coursework by using ACT scores, student grade point averages, or other measures currently used by the State Board of Community Colleges to determine college readiness for entering students. Additional graduation information is available from a middle or high school counselor.



### **Honor Graduates**

Seniors who rank academically in the top ten percent of their class after the first semester of their senior year shall be declared "Honor Graduates". Other graduates may be declared "Honor Graduates" based on individual school criteria. If a student's academic performance during the second semester of his senior year does not remain congruent with earlier performances, he/she would become ineligible for this recognition. Early College graduates with a cumulative GPA of 3.5 and above are recognized as graduating with High Honors and graduates with a cumulative GPA of 3.0-3.499 are recognized as graduating with Honors.

### **Junior Marshals**

Academically top ranked juniors with commendable citizenship will be chosen in the fall to serve as junior marshals. Those who qualify will be interviewed to acquaint them with responsibilities before the final selection is made. The top 15 juniors will serve as junior marshals and the chief marshal will be the student with the highest-class rank. ***The junior marshals will be chosen by their academic rank at the end of their sophomore year except at RECHS where they are chosen at the end of the first semester of their junior year.***

### **North Carolina Scholars Program**

Qualifying students will be designated as "North Carolina Scholars" and will receive special recognition by the State Board of Education. To qualify, a student must have an overall academic average of "B" (3.5) or better and must have taken certain prescribed courses. For more information about the NC Scholars Program, please visit the website below: <http://www.ncpublicschools.org/curriculum/scholars>

### **President's Award for Educational Excellence**

The President's Education Award Program was established during 1984 to recognize graduating seniors who have pursued a solid core of academic courses and have attained a high level of academic achievement. To receive this award, in addition to having successfully completed certain courses, the student must have earned a minimum 3.5 grade point average and either a Verbal SAT score of 630 or a mathematics SAT score of 640. RECHS uses ACT scores for this Award program. RECHS graduates must have a minimum 3.5 GPA and either an English or Math score on ACT of 22 or higher.



## **Rockingham Early College High School**

Rockingham Early College High School prepares students for college, work and life through rigorous and relevant academics while building school and community relationships. Rockingham County Early College High School (RECHS) is a five-year program that combines high school and college. At RECHS, students have the opportunity to graduate with both a high school diploma and Associate degree. We only accept applications from students who live in Rockingham County. Our application process is easy: 8<sup>th</sup> grade students simply obtain an application from your middle school guidance counselor or visit our website, [www.rock.k12.nc.us/rechs](http://www.rock.k12.nc.us/rechs). Rising 10<sup>th</sup> and rising 11<sup>th</sup> grade students who are interested in transferring to RECHS should visit the RECHS website ([www.rock.k12.nc.us/rechs](http://www.rock.k12.nc.us/rechs)) for information about transfer requirements and also see your guidance counselor to obtain a transfer application. For more information, visit our website or call our school's main office at 342-4261 Ext. 2605.

### **Career and College Promise**

#### **Rockingham Community College**

The purpose of Career and College Promise is to offer structured opportunities for qualified high school students to dually enroll in community college courses. These courses provide pathways that lead to a certificate, diploma or degree as well as provide entry-level job skills. The three tuition free pathways to success in college or a career are:

- **College Transfer Pathways**  
Earn tuition free course credits toward an Associate in Arts, Associates in Nursing, or Associates in Science and a four year degree. To be eligible students must be a **junior or senior**, have a weighted GPA of 3.0 on high school courses, demonstrate college readiness in English, reading and mathematics via an approved assessment or meet provisional status.
- **Technical Career**  
Earn tuition-free course credits toward an entry-level job credential, certificate or diploma. Rockingham Community College currently offers certificates in Automation Systems, Cosmetology, Engineering Technology, Mobile Web App, Criminal Justice, Early Childhood, Machining and Welding Technology. To be eligible students must be a **junior or senior**, have a weighted GPA of 3.0 on high school courses or have recommendation of principal, and meet the course prerequisites for the career pathway. **Freshman and sophomores may only enroll in Machining or Welding.** To be eligible a **freshman** must have a grade of C or better in Math I, scored 3, 4 or 5 on the EOC for Math I, have a college reading score of 16 on the 8th grade Explore and have the recommendation of the high school principal. **Sophomores** must meet all criteria as freshman and have a weighted GPA or 3.0 on high school courses.
- **Cooperative Innovative High Schools (limited availability)**  
Begin earning tuition-free college credits as a high-school **freshman** by attending the Rockingham Early College High School (RECHS). For information regarding eligibility contact RECHS at 342-4261 ext. 2605 or visit the school website <http://www.rock.k12.nc.us/site/Default.aspx?PageID=3332>.
- **Advanced Studies Academy**  
Using the College Transfer Pathway, students can begin earning college credits their 11<sup>th</sup> grade year by taking RCC courses either at the traditional high school, online, or through distance learning (video-conference) classes. Students must meet CCP requirements, but can earn over 30 college credit hours toward a college degree. Ask your counselor about available courses.

*More information on Career and College Promise is available on the Rockingham Community College website <http://www.rockinghamcc.edu/> and in your High School Counselor's Office. You may also contact Chandra Caple, Director of Educational Partnerships at 342-4261 ext. 2130.*

## RCS Virtual Academy

The RCS Virtual Academy is a program for students to take courses toward graduation and/or college credit. The RCS Virtual Academy is an innovative delivery method available to all students who want to experience online courses through 21<sup>st</sup> century technology. By creating well-developed, student-centered courses that focus on rigorous instruction for independent learners, the RCS Virtual Academy provides flexibility to students and their individual needs.

Through offering online courses that are in high demand for today's driven independent learners, the RCS Virtual Academy supports core courses and electives that will allow students to explore distance learning at both the high school and college levels. Similarly, by offering Honors, Advanced Placement, International Baccalaureate, and College level courses students can accelerate learning and gain access to educators who will reach student needs through the dynamic media of online coursework.

The available online college courses within the RCS Virtual Academy are aligned with the College Career Promise at Rockingham Community College.

### Courses available for High School credit:

English III Honors	Credit: 1 Grades: 11 Weight: H Prerequisite: English II Honors recommended	Further development of critical skills in reading, writing, thinking, and viewing through the study of American literature. Learn research and documentation techniques by completing a research paper.
American History: The Founding Principles, Civics, and Economics Honors	Credit: 1 Grades: 10-12 Weight: H Prerequisite: World History or AM I or II Honors with recommendation from Teacher	As informed decision-makers, students will apply acquired knowledge to real-life experiences. When studying the legal and political systems, students will become aware of their rights and responsibilities and put this information into practice. The economic, legal, and political systems will be expanded on through selected readings, projects, and written research essays, one major project per grading period.
Math III Honors	Credit: 1 Grade: 10-12 Weight: H Prerequisite: Math II Honors	Cover the Math III curriculum and extend concepts to include higher levels of critical thinking, problem analysis, and enrichment activities.
Pre-Calculus Honors	Credit: 1 Grade: 11-12 Weight: H Prerequisite: Math III Honors or teacher recommendation	Study trigonometry, as well as advanced algebra topics, analytic Math II, sequences and series, and data analysis. Included also is an introduction to limits and elementary derivatives.
ACT Preparation	Credit: 1 Grades: 10-11 Weight: S Prerequisite: None	Prepare for the ACT. Receive help in all areas for college including résumés, application essays, recommendations, application forms, and financial aid procedures.

Spanish I	<p>Credit: 1</p> <p>Grade: 10-12</p> <p>Weight: S</p> <p>Prerequisite: None</p>	<p>Acquire basic knowledge of the Spanish language through an emphasis on listening and speaking skills. Study vocabulary and acquire a basic understanding of parts of speech and sentence structure. Learn about the Hispanic culture.</p>
Spanish II	<p>Credit: 1</p> <p>Grade: 10-12</p> <p>Weight: S</p> <p>Prerequisite: Spanish I</p>	<p>Continue your emphasis on listening and speaking skills with the addition of reading and writing. Study grammatical structure and major verb tenses, along with essential sentence structure necessary to use Spanish in everyday life. Continue vocabulary building and Spanish cultural activities.</p>
Microsoft ITA: Word and PowerPoint Honors	<p>Credit: 1</p> <p>Grades: 10-12</p> <p>Weight: H</p> <p>Prerequisite: None</p>	<p>Honors students in Microsoft IT Academies benefit from world class Microsoft curriculum and cutting edge software tools to tackle real world challenges in the classroom environment. The first part of the class is a supplemental section where students will learn to create, edit, organize, and share a virtual notebook. In the second part, students will learn to use the newest version of Microsoft Word interface, commands and features to create, enhance, customize and deliver presentations.</p>
Microsoft ITA: Excel and Access Honors	<p>Credit: 1</p> <p>Grades: 10-12</p> <p>Weight: H</p> <p>Prerequisite: Word and PowerPoint Honors Suggested</p>	<p>Honors students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting edge software tools to tackle real world challenges in the classroom environment. The first part of the class is designed to help you use the newest version of Microsoft Excel interface commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. In the second part of the class, students will learn how to create and work with database and its objects by using the new and improved features in newest version of Microsoft Access. Student will learn how to create, modify, and locate information as well as how to create programmable elements and share and distribute database information.</p>
ECommerce	<p>Credit: 1</p> <p>Grades: 10-12</p> <p>Weight: <i>H</i></p> <p>Prerequisite: BD 10 Multimedia &amp; Webpage Design</p>	<p>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.</p>
Pharmacy Technician	<p>Credit: 1</p> <p>Grades: 10-12</p> <p>Weight: <i>H</i></p> <p>Prerequisite: HU 42 Health Science II</p>	<p>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.</p>

***Courses available for College Credit:***

<p><b>ECON 251</b> Principles of Microeconomics</p>	<p><b>Credit: 1</b> <b>Grade: 11-12</b> <b>Weight: AP/IB</b> <b>Prerequisite:</b></p>	<p>This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives.</p>
<p><b>ECON 252</b> Principles of Macroeconomics</p>	<p><b>Credit: 1</b> <b>Grade: 11-12</b> <b>Weight: AP/IB</b> <b>Prerequisite:</b></p>	<p>This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals.</p>
<p><b>HIST 132</b> American History II</p>	<p><b>Credit: 1</b> <b>Grade: 11-12</b> <b>Weight: AP/IB</b> <b>Prerequisite:</b></p>	<p>This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War.</p>
<p><b>MAT 143</b> Quantitative Literacy</p>	<p><b>Credit: 1</b> <b>Grade: 11-12</b> <b>Weight: AP/IB</b> <b>Prerequisite:</b></p>	<p>This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life.</p>
<p><b>MAT 152</b> Statistical Methods I</p>	<p><b>Credit: 1</b> <b>Grade: 11-12</b> <b>Weight: AP/IB</b> <b>Prerequisite:</b></p>	<p>This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results.</p>
<p><b>SOC 210</b> Introduction to Sociology</p>	<p><b>Credit: 1</b> <b>Grade: 11-12</b> <b>Weight: AP/IB</b> <b>Prerequisite:</b></p>	<p>This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies.</p>
<p><b>SPAN 111</b> Elementary Spanish I</p>	<p>Credit: 1  Grade: 11-12  Weight: AP/IB/College  Prerequisite: CCP requirements</p>	<p>This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog for information about the CAA and the transfer designation of this course.</p>
<p><b>GER 111</b> Elementary German I</p>	<p>Credit: 1  Grade: 11-12  Weight: AP/IB/College  Prerequisite: CCP requirements</p>	<p>This course introduces the fundamental elements of the German language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written German and demonstrate cultural awareness. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog 7 for information about the CAA and the transfer designation of this course.</p>

<p><b>ENG 111</b> <b>Writing &amp; Inquiry</b></p>	<p><b>Credit: 1</b></p> <p><b>Grade: 11-12</b></p> <p><b>Weight: AP/IB/College</b></p> <p><b>Prerequisite: CCP requirements</b></p>	<p>This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog for information about the CAA and the transfer designation of this course.</p>
<p><b>ENG 112</b> <b>Writing/ Research in the Disciplines</b></p>	<p><b>Credit: 1</b></p> <p><b>Grade: 11-12</b></p> <p><b>Weight: AP/IB/College</b></p> <p><b>Prerequisite: CCP requirements</b></p> <p><b>ENG 111</b></p>	<p>This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog for information about the CAA and the transfer designation of this course.</p>
<p><b>PSY 150</b> <b>General Psychology</b></p>	<p><b>Credit: 1</b></p> <p><b>Grade: 11-12</b></p> <p><b>Weight: AP/IB/College</b></p> <p><b>Prerequisite: CCP requirements</b></p>	<p>This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog for information about the CAA and the transfer designation of this course.</p>
<p><b>EDU 119</b> <b>Early Childhood Education</b></p>	<p><b>Credit: 1</b></p> <p><b>Grade: 11-12</b></p> <p><b>Weight: S</b></p> <p><b>Prerequisite: CCP requirements</b></p>	<p>This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, appropriate environments, schedules, and activity plans.</p>
<p><b>EDU 145</b> <b>Child Development I</b></p>	<p>Credit: 1</p> <p>Grade: 11-12</p> <p>Weight: S</p> <p>Prerequisite: CCP requirements and EDU 144</p>	<p>This course includes the theories of child development, needs, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning.</p>

<b>CJC 111</b>  <b>Introduction to Criminal Justice</b>	Credit: 1  Grade: 11-12  Weight: S  Prerequisite: CCP requirements and DRE 097	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.
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## CULTURAL ARTS

*NOTE: Cultural Arts Classes offer 4 levels within each class: Beginning, Intermediate, Proficient and Advanced. By scoring 80% or higher on an entry level assessment, students may place into the Proficient or Advanced levels which receive HONORS CREDIT.*

Visual Arts Courses listed below		
<b>Beginning Visual Arts</b> MHS RHS DMHS RCHS	Credit: 1 Grades: 9-12 Weight: S Prerequisite: None	Course is structured for students wanting to learn the basic concepts of the visual arts and those without previous progression in the visual arts. Student may retake once for additional credit.
<b>Intermediate Visual Arts</b> MHS RHS DMHS RCHS	Credit: 1 Grades: 10-12 Weight: S Prerequisite: Beginning Visual Arts and teacher recommendation	Course is structured for students with strong Beginning Visual Arts knowledge. Student may retake once for additional credit. Must have teacher approval.
<b>Proficient Visual Arts</b> MHS RHS DMHS RCHS	Credit: 1 Grades: 11-12 Weight: H Prerequisite: Intermediate Visual Arts or 270-300 hours of visual arts instruction and teacher recommendation	Course is structured for students wanting to earn honors credit and in-depth knowledge of the visual arts. Student may retake once for additional credit. Must have teacher approval.
<b>Advanced Visual Arts</b> MHS DMHS RCHS	Credit: 1 Grade: 12 Weight: H Prerequisite: Proficient Visual Arts of 270-300 hours of visual arts instruction	Course is structured for students wanting to earn honors credit and in-depth knowledge of the visual arts. Student may retake once for additional credit. Must have teacher approval.
<b>Studio Art Honors</b>	Credit: 1 Grade: 12 Weight: H Prerequisite: Art Beginning-Advanced, teacher recommendation	Course is independent studio for students who have completed all visual arts courses and intend to pursue a career in the visual arts. Must have teacher approval.
<b>Beginning Photography</b> MHS, DMHS	Credit: 1 Grade: 10-12 Weight: S Prerequisite: Beginning Visual Arts	Course is structured for students wanting to learn the basic concepts of photography. Must have teacher approval. Student may retake once for additional credit.
<b>Intermediate Photography</b> MHS DMHS	Credit: 1 Grade: 10-12 Weight: S Prerequisite: Beginning Visual Arts and Beginning Photography	Course is structured for students wanting to increase their knowledge of photography. Must have teacher approval. Student may retake once for additional credit.
<b>Beginning 3D Visual Arts</b> MHS DMHS RHS	Credit: 1 Grades: 10-12	Course is structured for students wanting to learn in-depth skills in the 3 D visual arts. Must have teacher approval. May retake once for additional credit.

	Weight: S Prerequisite: Beginning Visual Arts	
Intermediate 3D Visual Arts	Credit:1 Grades: 10-12 Weight: S Prerequisite: Beginning 3D Visual Arts	Course is structured for students wanting to increase their skills in the 3D media. Must have teacher approval. May retake once for additional credit.
INSTRUMENTAL MUSIC/ AP THEORY Courses below		
Band	Credit: 1 Grades: 9-12 Weight: S Prerequisite: Middle or High School Band experience, or teacher approval.	Continue instrumental music instruction with an emphasis on musical performance.
Marching Band MHS RHS DMHS RCHS	Credit: 1 Grades: 9-12 Weight: S Prerequisite: Middle or High School Band experience, or teacher approval.	Continue instrumental music instruction with an emphasis on musical performance. Perform at all home and some selected away football games, local parades, school, and civic functions.
Symphonic/Marching Band	Credit: 1 Grades: 9-12 Weight: S Prerequisite: Band experience, audition or previous instrumental training	Continue instrumental music instruction with an emphasis on musical performance. Perform at all home and some selected away football games, local parades, school, and civic functions.
Concert Band MHS RHS DMHS RCHS	Credit 1 Grades: 9-12 Weight: S Prerequisite: Band experience, audition or previous instrumental training.	Expand your musical understanding and technical development. Develop an understanding of music theory, history, and literature.
Jazz Band MHS DMHS	Credit: 1 Grades: 9- 12 Weight: S Prerequisite: Audition	Expand your knowledge in the areas of jazz, rhythm and blues, and soul music. Serve as member of the Pep band for school activities.
9th Grade Band	Credit: 1 Grades: 9 Weight: S Prerequisite: Three years of middle school band	Continue instrumental instruction from Middle School band with an emphasis on developing skills for the marching band and the grade 10-12 symphonic band.
Honors Wind Ensemble A	Credit: 1 Grades: 10- 12 Weight: H Prerequisite: Audition	Continue to explore a broad range of literature that represents all aspects of wind literature, including 20th century, solo, and small ensemble, transcriptions and original works. Students will have in-depth study in instrumental music that will include performance, sight reading, improvising melodies, notating, and analyzing music. Attendance at District Solo and Ensemble Festival and Concert Festival are required as well as two concerts and area performances.
AP Music Theory MHS DMHS RHS	Credit: 1 Grades: 11- 12 Weight: AP Prerequisite: 2 semesters in a music course and teacher recommendation.	The course is designed to focus on the fundamentals and foundations of music, integrating basic materials and skills. The study of diatonic harmony, musical style, music history and music listening skills will be emphasized with performance and practical applications as a primary goal. The primary goal of this course is to enhance and encourage students understanding of musical applications and terms with a specific emphasis on the theory of music.
CHORAL MUSIC & PIANO Courses listed below		

Voices of Harmony DMHS	Credit: 1 Grades: 9-12 Females Weight: S-H Prerequisite: None	Female students learn the basic skills of vocal, techniques, musical interpretation, note reading, and basic musicianship through a variety of styles. Receive training in choreography while singing. Attendance at State Ensemble Festival is required as well as local concerts.
Women's Chorale	Credit: 1 Grades: 9-12 Females Weight: S-H Prerequisite: None	Offers female students the opportunity to learn the basic skills of vocal, techniques, musical interpretation, note reading, and basic musicianship through a variety of styles.
Women's Ensemble RCHS MHS	Credit: 1 Grades: 9-12 Females Weight: S-H Prerequisite: Teacher Recommendation	More advanced female singers develop and refine existing skills of vocal, techniques, musical interpretation, note reading, and basic musicianship through a variety of styles.
Men's Ensemble MHS	Credit: 1 Grades: 9-12 Males Weight: S-H Prerequisite: None	Offers male students the opportunity to learn the basic skills of vocal, techniques, musical interpretation, note reading, and basic musicianship through a variety of styles.
Chorus RCHS RHS	Credit: 1 Grades: 9- 12 Weight: S-H Prerequisite: None	SATB beginning singers learn the basic skills of vocal techniques, musical interpretation, note reading, and basic musicianship through a variety of styles.
Phoenix Voices DMHS	Credit: 1 Grades: 9-12 Weight: S-H Prerequisite: None	SATB beginning singers learn the basic skills of vocal techniques, musical interpretation, note reading, and basic musicianship through a variety of styles. Receive training in choreography while singing.
Concert Choir RHS RCHS	Credit: 1 Grades: 9-12 SATB Weight: S-H Prerequisite: Teacher Recommendation	More advanced SATB singers develop and refine existing skills of vocal, techniques, musical interpretation, note reading, and basic musicianship through a variety of styles.
Vocal Ensemble DMHS MHS	Credit: 1 Grades: 9-12 Weight: S-H Prerequisite: Audition or Teacher Recommendation	SATB singers develop and refine higher levels of vocal ability and improve vocal musical interpretations and independence. Through analysis and the study of history, appropriate musical vocabulary, and symbols, students will develop appreciation of and an understanding of music in relation to styles of music, music periods, composers, and various cultures. Learn techniques of show choir including choreography, with emphasis placed on vocal independence. Attendance at State Ensemble Festival is required as well as local concerts.
Vocal Ensemble - Advanced DMHS MHS	Credit: 1 Grades: 10-12 Weight: S-H Prerequisite: Audition or Teacher Recommendation	Continue the advanced study of vocal music with the interpretation and performance of solo and ensemble music. Continue the analysis and the study of history, appropriate musical vocabulary, and symbols and develop an understanding of music in relation to styles of music, music periods, composers, and various cultures. More advanced techniques of show choir and choreography are developed, with emphasis placed on vocal independence. Attendance at State Ensemble Festival is required as well as local concerts.
Piano Lab DMHS & RCHS	Credit: 1 Grades: 9- 12 Weight: S-H Prerequisite: None	Learn the musical keyboard basic techniques and rudimentary skills in music reading; begin lessons in music reading, theory and performance technique. Students will perform in end-of-semester public recital.
Advanced Piano Lab DMHS & RCHS	Credit: 1 Grades: 10- 12 Weight: S-H Prerequisite: Audition or successful Piano Lab	Study more advanced music literature, improving on attained skills. Learn key signatures and scales and their application through improvisation and modulation. Advanced Piano students will serve as peer tutors to beginning students, and will perform in end-of-semester public recital.
<b>Theatre Arts Courses below</b>		
Theatre Arts Beginning MHS RHS DMHS	Credit: 1 Grades: 9-12 Weight: S Prerequisite: None	Explore an introduction to the theatre with general background knowledge in pantomime, voice production, acting, directing, and theatre history. Gain actual acting experience.

<b>Theatre Arts Intermediate</b> MHS DMHS	<b>Credit: 1</b> <b>Grades: 10-12</b> <b>Weight: S</b> <b>Prerequisite: Theatre Arts Beginning, audition</b>	Further your study of acting, directing and stage writing techniques. Learn basic scenery design, set construction, and principles of lighting in this performance-oriented course.
<b>Technical Theatre Beginning</b> MHS RHS DMHS	<b>Credit: 1</b> <b>Grades: 10-12</b> <b>Weight: S</b> <b>Prerequisite: Theatre Arts Beginning</b>	Develop your interest in stagecraft and not performing. Learn how to design and construct scenes and props, hand and focus lights, and design sound.
<b>Technical Theatre Intermediate</b> MHS DMHS	<b>Credit: 1</b> <b>Grades: 11-12</b> <b>Weight: S</b> <b>Prerequisite: Technical Theatre Beginning</b>	Continue your study of the “behind the scenes” of theatre production.
<b>Advanced Acting &amp; Play Production Beginning</b> MHS RHS	<b>Credit: 1</b> <b>Grades: 11-12</b> <b>Weight: S</b> <b>Prerequisite: Theatre Beginning, Theatre Intermediate, audition</b>	Study method and natural acting through production of plays for the public. Learn specific, technical aspects for the theatre. Students will produce a portfolio of independent work.
<b>Advanced Acting &amp; Play Production Intermediate</b> MHS	<b>Grades: 12</b> <b>Weight: S</b> <b>Prerequisite: Theatre Arts Intermediate, audition</b>	Continue skills developed in Acting and Play Production I in pursuit of a career in the entertainment business.
<b>Advanced Acting &amp; Play Production Proficient Honors</b> MHS	<b>Credit: 1</b> <b>Grades: 12</b> <b>Weight: H</b> <b>Prerequisite: Theatre Beginning, Intermediate, audition</b>	Study method and natural acting through production of plays for the public. Learn specific technical aspects for the theatre. Students will produce a portfolio of independent work.
<b>Advanced Acting &amp; Play Production Advanced</b> MHS	<b>Credit: 1</b> <b>Grades: 12</b> <b>Weight: H</b> <b>Prerequisite: Theatre Beginning, Intermediate , Advanced Acting Proficient, audition</b>	Continue studies of method and natural acting through production of plays for the public. Learn specific technical aspects for the theatre. Students will produce a portfolio of independent work.

## ENGLISH

<b>English I</b>	<b>Credit: 1</b> <b>Grades: 9</b> <b>Weight: S</b> <b>Prerequisite: None</b>	Develop a foundation for literary analysis and future study of high school English. Develop an understanding of literary concepts, elements, genres and terms as a foundation for further study of world, American, and British literature. Develop applied communications skills such as the development of sentences, paragraphs, and short themes. Develop listening, speaking and reviewing skills.
<b>English I Honors</b>	<b>Credit: 1</b> <b>Grades: 9</b> <b>Weight: H</b> <b>Prerequisite: AG English in Grade 8 recommended</b>	Develop a foundation for literary analysis and critical reading skills. Study various literary genres and be involved in independent reading, research, and vocabulary building. Writing will stress all language skills, especially those relating to grammar, editing, and composition. Develop speaking, listening, and reviewing skills.
<b>English II</b>	<b>Credit: 1</b> <b>Grades: 10</b> <b>Weight: S</b> <b>Prerequisite: English I</b>	Develop techniques of informational writing with emphasis placed on developing critical reading and writing skills with an emphasis on vocabulary building through a study of various genres from world literature. Develop speaking, listening, and reviewing skills.
<b>English II Honors</b>	<b>Credit: 1</b> <b>Grades: 10</b> <b>Weight: H</b> <b>Prerequisite: English I Honors recommended</b>	In this course designed for skilled writers and confident, effective readers, continue development of critical reading skills through a study of various genres from world literature. Develop skills in writing, conduct library research, and write a formal research paper. Develop speaking, listening, and reviewing skills.
<b>English III</b>	<b>Credit: 1</b> <b>Grades: 11</b> <b>Weight: S</b> <b>Prerequisite: English II</b>	Study American literature, including how it reflects our nation’s culture and history. Study the connection of themes, ideas, and movements in American literature across time. Read representative works from historical periods in American history from our country’s origins to present day. Learn and focus on writing skills; complete a research paper.

<b>English III Honors</b>	<b>Credit: 1</b> <b>Grades: 11</b> <b>Weight: H</b> <b>Prerequisite: English II Honors recommended</b>	Further development of critical skills in reading, writing, thinking, and viewing through the study of American literature. Learn research and documentation techniques by completing a research paper.
<b>Advanced Placement English III (Language and Composition)</b> DMHS MHS	<b>Credit: 1</b> <b>Grades: 11</b> <b>Weight: AP</b> <b>Prerequisite: Honors English II</b>	Study a variety of texts and a variety of writing tasks with an emphasis on effective writing, critical reading, and thinking through the study of American literature.
<b>English IV</b>	<b>Credit: 1</b> <b>Grades: 12</b> <b>Weight: S</b> <b>Prerequisite: English III</b>	Study British literature, including how the literature of Great Britain has influenced American literature. Study the connections of themes, ideas, and movements in British literature. Complete the Senior Project.
<b>Honors English IV</b>	<b>Credit: 1</b> <b>Grades: 12</b> <b>Weight: H</b> <b>Prerequisite: Honors English III recommended</b>	Use critical and creative skills in composition and literature through the intense study of representative works from several genres and literary periods of British literature. Assume responsibility for your own learning. Participate in extensive independent reading, writing, and research. Complete the Senior Project.
<b>Advanced Placement English IV (Literature and Composition)</b> MHS DMHS	<b>Credit: 1</b> <b>Grades: 12</b> <b>Weight: AP</b> <b>Prerequisite: Honors or AP English III</b>	Pursue college level studies while still in high school and receive Advanced Placement credit upon entering college. Write essays about selected works of literature in order to demonstrate the utilization of techniques in class discussion. Complete the Senior Project.
<b>Occupational English I-IV</b>	<b>Credit: 1 per course</b> <b>Grades: 9-12</b> <b>Weight: REM</b> <b>Prerequisite: Teacher recommendation</b>	Occupational English I-IV is a series of classes, which are designed to develop essential reading and writing skills needed for independent living and successful employment. Reading focuses on decoding and comprehending information for successful community inclusion. Writing emphasizes comprehending and using written information to communicate effectively.
<b>Journalism</b> MHS DMHS	<b>Credit: 1</b> <b>Grades: 9-12</b> <b>Weight: S</b> <b>Prerequisite: Application</b>	Plan, design, and publish the school newspaper. Participate in interviewing, researching, writing, editing, word processing, art layout, photography, solicitation of advertisements and distribution of newspaper. The newspaper production features are studied and reinforced with on-the-job training. A student may take this course more than once.
<b>Honors Journalism</b> DMHS	<b>Credit: 1</b> <b>Grades: 11-12</b> <b>Weight: H</b> <b>Prerequisite: Successful completion of two semesters of journalism, application</b>	Students will participate in an integrated journalism program including preparation of a portfolio to demonstrate the range and depth of journalism experience. Students will employ current computer technology in all processes of print journalism preparation, including use of the Internet and telecommunications for research and collaboration.
<b>Yearbook Production</b> MHS RHS DMHS	<b>Credit: 1</b> <b>Grades: 10-12</b> <b>Weight: S</b> <b>Prerequisite: Application</b>	Plan and prepare the yearbook for publication. Become acquainted with some of the elements of yearbook journalism such as layout and design and learn individual responsibility and teamwork. The majority of students in this class will be seniors; however, it will include some sophomores and juniors who have a special interest in the yearbook or a special talent.
<b>Honors Publication/Yearbook I</b> MHS DMHS	<b>Credit: 1</b> <b>Grades: 10-12</b> <b>Weight H</b> <b>Prerequisite: Teacher Recommendation</b>	Publication/Yearbook is the study, practice and refinement of the fundamental of yearbook publication including interviewing, copy writing, layout design, photography, theme development, desktop publishing, and marketing with an emphasis on working as a team, meeting publisher's deadlines, and adhering to ethical standards. Honors students are expected to enter the class with fundamental skills in place in order to begin book production immediately. They will help train new staff members, provide daily leadership, and take on additional production responsibilities.

SAT Preparation DMHS	Credit: 1 Grades: 10-12 Weight: S Prerequisite: None	Prepare for the SAT. Receive help in all areas for college including résumés, application essays, recommendations, application forms, and financial aid procedures.
Communication Skills MHS RHS DMHS	Credit: 1 Grades: 9 Weight: S Prerequisite: None	Study and practice fundamental communication skills, especially reading. Reinforce related areas specified in the Common Core State Standards for English I at the high school level. Students are placed in this course by administrative decision, based on recommendations from Guidance personnel. Should be taken prior to English I.

## ENGLISH AS A SECOND LANGUAGE

English I as a Second Language	Credit: 1 Grades: 9 Weight: S Prerequisite: none	Designed for students for whom English is not their primary language. Students will focus on improving skills in English in the areas of reading, writing, listening and speaking.
English II as a Second Language	Credit: 1 Grades: 9-12 Weight: S Prerequisite: English I as a Second Language	Designed for students for whom English is not their primary language. Students will continue to focus on improving skills in English in the areas of reading, writing, listening and speaking.
English III as a Second Language	Credit: 1 Grades: 9-12 Weight: S Prerequisite: Eng. II as a Second Language	Designed for students for whom English is not their primary language. Students will continue to focus on improving skills in English in the areas of reading, writing, listening and speaking.
English IV as a Second Language	Credit: 1 Grades: 9-12 Weight: S Prerequisite: Eng. III as a Second Language	Designed for students for whom English is not their primary language. Students will focus on improving skills in English in the areas of reading, writing, listening and speaking.

## WORLD LANGUAGES

Latin I MHS	Credit: 1 Grades: 9-11 Weight: S Prerequisite: None	Acquire a basic knowledge of Latin language with an emphasis on vocabulary, grammar, skills, and syntax. Study Roman culture, mythology, history, and the connection of English to Latin with derivatives form Latin words.
Latin II MHS	Credit: 1 Grades: 10-12 Weight: S Prerequisite: Latin I	Continue to explore the language and customs of ancient Roman society. Learn the importance of the Latin language as a means of building a greater English vocabulary. Read and translate the works of Roman authors and poets.
Latin III MHS	Credit: 1 Grades: 11-12 Weight: H Prerequisite: Latin II	Read Latin literature, Cicero and a wide range of other authors to acquire a proficiency in Latin as a language. Learn about the history, culture, and mythology of the Romans.
Latin IV MHS	Credit: 1 Grades: 12 Weight: H Prerequisite: Latin III	Read Latin Literature, Virgil, Ovid, Catullus, and a range of other authors to acquire a proficiency in Latin as a language. Learn about Roman poetry, theater, history, culture, and mythology.
Latin: AP	Credit: 1 Grades: 11- 12 Weight: AP Prerequisite: Latin III or IV	Continue study of Latin and prepare for Advance Placement Exam on Vergil or Literature. Students will translate literary works with class discussions emphasizing their literary aspects as well as their political, social, and cultural backgrounds. Receive AP course weight by taking the AP exam or receive HN course weight by not taking the exam.
Spanish I MHS RHS DMHS RCHS	Credit: 1 Grades: 9-12	Acquire basic knowledge of the Spanish language through an emphasis on listening and speaking skills. Study vocabulary and acquire a basic

	Weight: S Prerequisite: None	understanding of parts of speech and sentence structure. Learn about the Hispanic culture.
<b>Spanish II</b> MHS RHS DMHS RCHS	Credit: 1 Grades: 10-12 Weight: S Prerequisite: Spanish I	Continue your emphasis on listening and speaking skills with the addition of reading and writing. Study grammatical structure and major verb tenses, along with essential sentence structure necessary to use Spanish in everyday life. Continue vocabulary building and Spanish cultural activities.
<b>Spanish III Honors</b> MHS RHS DMHS RCHS	Credit: 1 Grades: 11- 12 Weight: H Prerequisite: Spanish II	Study reading and writing skills and the development of oral proficiency. Learn more complex grammar patterns, as well as Spanish literature.
<b>Spanish IV Honors</b> MHS RHS DMHS RCHS	Credit: 1 Grades: 12 Weight: H Prerequisite: Spanish III	Participate in an advance study of the Spanish language, culture, and literature, and prepare for college placement exams.
<b>IB Spanish V</b>  RHS	Credit: 1 Grades: 12 Weight: IB Prerequisites: Spanish IV Honors	Participate in an advance study of the Spanish language, culture, and literature, and prepare for the IB exam and college placement exams.
<b>AP Spanish Literature and Culture</b>	Credit: 1 Grades: 12 Weight: AP Prerequisites: Spanish IV	The AP Spanish Literature course introduces formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. This course is equivalent to a college-level course and prepares students for the AP exam and for further study of Spanish language, culture, or literature.

## PHYSICAL EDUCATION

<b>Health &amp; PE</b> MHS RHS DMHS RCHS	Credit: 1 Grades: 9-12 Weight: S Prerequisite: None	Learn health education as an integrated component of physical education. Examine and refine your skills in team and individual sports, fitness, and other sports activities.
<b>Physical Development I</b> MHS RHS DMHS RCHS	Credit: 1 Grades: 10-12 Weight: S Prerequisite: Health & PE	Learn the fundamentals of weight training, conditioning, flexibility and agility. Recognize the benefits of a weight training program as it relates to athletics, fitness, and a healthy lifestyle.
<b>Physical Development II</b> DMHS	Credit: 1 Grades: 10-12 Weight: S Prerequisite: Health & Physical Development I	Develop individual personal fitness program. Recognize the benefits of a weight training program as it relates to athletics, fitness, and a healthy lifestyle. Evaluate the fundamentals of weight training, conditioning, flexibility and agility.
<b>Team Sports</b> MHS RHS DMHS RCHS	Credit: 1 Grades: 10-12 Weight: S Prerequisite: Health & PE	Develop skills; increase your knowledge of rules, strategies, and different techniques in a variety of team sports. Experience a wide variety of recreational and lifetime activities by learning skills, rules, and fitness benefits of individual games and sports.
<b>F.I.T.T.</b> MHS RHS DMHS RCHS	Credit: 1 Grades: 10-12 Weight: S Prerequisite: Health & PE	Designed for students to gain knowledge, understanding and enjoyment of a healthy lifestyle. In Fitness Training students will participate in mostly group fitness activities with limited sports and games. Emphasis is on information and skills necessary to develop: cardiovascular endurance, muscular strength, muscular endurance and flexibility. This is done through activities that may include: Endurance weight training, Step Aerobics, Yoga, Pilates, jogging/walking, basic calisthenics and interval training.
<b>Healthy Living</b>  RHS, DMHS	Credit: 1 Grades: 10-12 Weight: S Prerequisite: Health & PE	Develop and maintain a personal fitness plan and study issues related to nutrition and weight management. Learn weight control through proper nutrition, exercise, and self-motivation.

Physical Education Assistant	<b>Credit: 0</b> <b>Grades: 12</b> <b>Weight: S</b> <b>Prerequisite: Health &amp; PE and one or more elective PE courses.</b>	Assist in leading PE classes by possessing a good knowledge of the rules for all physical education activities.
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<b>ROTC</b>		
<b>LET-1: ROTC 1A/ROTC 1B</b>  MHS	<b>Credit: 1</b> <b>Grade: 9-12</b> <b>Weight: S</b> <b>Prerequisite: None</b>	The mission Leadership Education and Training (LET) is to enthusiastically motivate first year Army JROTC cadets to be better citizens. To accomplish this purpose, the text discusses citizenship, leadership, and a number of other courses designed to help the cadets succeed in high school and after graduation. Cadets wear the Army JROTC uniform once a week, at a minimum. Extracurricular activities include: Participation in community service activities/projects i.e., parades, formal ceremonies, ball games, etc.
<b>LET-2: ROTC 2A/ROTC 2B</b>  MHS	<b>Credit: 1</b> <b>Grade: 10-12</b> <b>Weight: S</b> <b>Prerequisite: LET-1 and hold the rank of Private First Class (E3) or higher at the time of registration</b>	The second year of Leadership Education and Training provides more cadet leadership opportunities and commitment. The program is split into units including: Techniques of Communication, Leadership, Cadet Challenge, Leadership Lab, First Aid, Map Reading, History, Your American Citizenship, Career Opportunities, and Role of the U.S. Army. The wearing of the uniform and extracurricular activities are the same as for LET-1.
<b>LET-3: ROTC 3A Honors/3B Honors</b>  MHS	<b>Credit: 1</b> <b>Grades: 10-12</b> <b>Weight: S</b> <b>Prerequisite: LET II and hold the rank of Sergeant (E5) or higher at the time of registration</b>	The third year of Leadership Education and Training provides advance leadership opportunities and responsibility. In this year students will not only be more involved as teacher and leaders within the cadet battalion, but they will also do more independent studies in the areas of communication, leadership, current events, military history, map reading, career opportunities, and technology awareness. The wearing of the uniform and the extracurricular activities are the same as for LET-1.
<b>LET-4: ROTC 4A Honors/ROTC 4B Honors</b>  MHS	<b>Credit: 1</b> <b>Grades: 11-12</b> <b>Weight: S</b> <b>Prerequisite: LET III and must hold the rank of Staff Sergeant or higher at the time of registration</b>	The fourth year cadets take ownership of the program and are responsible for the daily cadet administration and perform as commanders and staff officers. They act as assistant instructors in selective subject areas for the other areas.
<b>AFJROTC Aerospace Science 100: Study Skills and Science of Flight and Leadership Education I</b>  RCHS	<b>Credit: 1</b> <b>Grades: 9-12</b> <b>Weight: S</b> <b>Prerequisite: None</b>	<b>Aerospace Science 100:</b> Cadets concentrate on study skills including improving reading comprehension, organizational skills, note taking, test taking strategies and memorization techniques. In addition cadets study and understand the Air Force Core Values, Cadet Honor Code and AFJROTC Cadet Creed as they relate to character development. Also cadets are introduced to Science of Flight and the effects flight has upon the human body and protective measures to protect the body in-flight. <b>Leadership I:</b> Cadets study leadership as it relates to Air Force customs and courtesies, including U.S. flag etiquette, the hand salute, respect for authority, and allegiance to our country. Develop appreciation of the need for discipline in military activities and receive instruction on proper wear and care of the uniform. <b>Health and Wellness:</b> Cadets will also participate in a Health and Wellness Program concentrating on nutrition and developing life-long habits and exercises to remain physically fit including the Presidential Physical Fitness Test administered twice per semester.

<p><b>AFJROTC Aerospace Science 200: Journey into Aviation History and Leadership Education II.</b></p> <p>RCHS</p>	<p><b>Credit: 1</b>  <b>Grades: 10-12</b>  <b>Weight: S</b>  <b>Prerequisite: AFROTC I and instructor approval</b></p>	<p><b>Aerospace Science 200:</b> This is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through World War II. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force.</p> <p><b>Leadership II:</b> Communication, Awareness, and Leadership. This focuses on developing and improving communication and leadership skills. This is accomplished through better communication, increasing awareness of self and others, and continuing to improve leadership skills acquired in AFJROTC I. Woven throughout the course is the underlying theme of developing personal integrity while emphasizing leadership and other values such as service and excellence.</p> <p><b>Health and Wellness:</b> Cadets will also participate in a Health and Wellness Program concentrating on nutrition and developing life-long habits and exercises to remain physically fit including the Presidential Physical Fitness Test administered twice per semester.</p>
<p><b>AFJROTC Aerospace Science 300: Introduction to Global Awareness and Leadership Education III.</b></p> <p>RCHS</p>	<p><b>Credit: 1</b>  <b>Grades: 10-12</b>  <b>Weight: S</b>  <b>Prerequisite: AFJROTC I and instructor approval</b></p>	<p><b>Aerospace Science 300:</b> Introduction to Global Awareness. Cadets study the five major areas of the world beginning with the Middle East. Cadets study geography, religions, economic and other factors relating to the studied regions. Students present group and individual projects and if available, cadets will participate in live Skype with overseas students.</p> <p><b>Leadership Education III:</b> Life Skills and Career Opportunities; this course focuses on the AFJROTC mission on “building better citizens from America. This is accomplished through excellence in citizenship, and through teaching the values of community service, responsibility, character, and self-discipline. The course is designed to equip students with essential life skills, focusing on educational and career paths. The underlying theme of the course emphasizing that responsibility in life skills supports good citizenship.</p> <p><b>Health and Wellness:</b> Cadets will also participate in a Health and Wellness Program concentrating on nutrition and developing life-long habits and exercises to remain physically fit including the Presidential Physical Fitness Test administered twice per semester.</p>
<p><b>AFJROTC Aerospace Science 400: Principals of Management, Survival Skills and Leadership of the Corps and Education IV</b></p> <p>RCHS</p>	<p><b>Credit: 1</b>  <b>Grades: 10-12</b>  <b>Weight: S</b>  <b>Prerequisite: AFJROTC I and instructor approval.</b></p>	<p><b>Aerospace Science 400:</b> Participate in actual applied leadership roles and leadership training. Cadets will be the backbone of the student corps leaders and in command of most cadet activities. Cadets will also practice selected survival techniques.</p> <p><b>Leadership Education IV:</b> Principals of Management, Life Skills and Career Opportunities (areas not covered in AFJROTC III), and Unlocking Your Potential. Cadets will learn how to plan for pursuing their careers after high school including resume writing and interview skills. Cadets will also learn techniques to managing changes, stress, and innovation in their lives. Cadets will visit the local State Employment Commission Office for real-world job availability and services offered by this agency.</p> <p><b>Health and Wellness:</b> Cadets will also participate in a Health and Wellness Program concentrating on nutrition and developing life-long habits and exercises to remain physically fit including the Presidential Physical Fitness Test administered twice per semester.</p>

<p><b>AFJROTC Aerospace Science 500 Honors: Aviation Ground School, Cadet Guide Review/Revision, and Advanced Drill</b></p> <p>RCHS</p>	<p><b>Credit: 1</b>  <b>Grades: 11-12</b>  <b>Weight: H</b>  <b>Prerequisite: AS-100 and AS-200 or AS-300 or AS-400 and current or past successful enrollment in other Honors and/or AP courses (i.e., English, Math, Science, Social Studies, etc.) and AFJROTC instructor approval</b></p>	<p><b>Hand-selected Honors cadets participate in an in-depth study of flight environment, propulsion systems, navigation, weather, flight planning and aircraft systems. Ground school cadets will be afforded the opportunity to fly a small airplane with an instructor. Students will be tested throughout the course using Federal Aviation Administration (FAA) developed questions. Upon completion of the course, students should be prepared to take the Federal Aviation Administration (FAA) written examination. Cadets also will study advanced drill in preparation to compete at drill meets conducted at West Montgomery High School and Sanderson High School.</b></p> <p><b>Health and Wellness: Cadets will also participate in a Health and Wellness Program concentrating on nutrition and developing life-long habits and exercises to remain physically fit including the Presidential Physical Fitness Test administered twice per semester.</b></p>
<p><b>AFJROTC Leadership Labs I, II,</b></p> <p>RCHS</p>	<p><b>Credit: 1</b>  <b>Grades: 10-12</b>  <b>Weight: S</b>  <b>Prerequisite: Lead Lab I: AS-100</b>  <b>Lead Lab II: AS-100 and AS-200 or AS-300, or AS-400 (student must have completed two AS courses) and Lead Lab I</b>  <b>Lead Lab III: AS-100, AS-200, and AS-300 or AS-400, or AS-500 (student must have completed three AS courses), and Lead Lab I and Lead Lab II</b>  <b>*For all Lead Lab Classes: Grade of "A" in all previous AFJROTC classes and instructor approval</b></p>	<p><b>Leadership Lab courses are very dynamic and diverse and like Honors is reserved for hand-selected cadets. Leadership lab cadets are selected by the instructors based on performance in basic Air Force JROTC classes. Cadets assist in managing the cadet corps, and under direct instructor supervision, reinforcing instructor lessons training Air Force JROTC I and II cadets as well as and completing special projects. In addition, depending upon the Lead Lab taken, Lead Lab cadets will study selected areas of Global Studies, Science of Flight, Exploring Space: The Final Frontier, Management of the Corps, Survival Skills and Leadership Education I, II, III and IV not covered in other RCHS AFJROTC courses. Specifics of each course can be found in other RCHS AFJROTC courses. Specifics of each course can be found in the course syllabus.</b></p> <p><b>Health and Wellness: Cadets will also participate in a Health and Wellness Program concentrating on nutrition and developing life-long habits and exercises to remain physically fit including the Presidential Physical Fitness Test administered twice per semester.</b></p>
<p><b>AFJROTC Leadership Lab III Honors</b></p> <p>RCHS</p>	<p><b>Credit: 1</b>  <b>Grades: 12</b>  <b>Weight: H</b>  <b>Prerequisite:</b>  <b>Lead Lab III: AS-100, AS-200, and AS-300 or AS-400, or AS-500 (student must have completed three AS courses), and Lead Lab I and Lead Lab II</b>  <b>*For all Lead Lab Classes: Grade of "A" in all previous AFJROTC classes and instructor approval</b></p>	<p><b>Honors Leadership Lab III is a very dynamic and diverse course and is reserved for hand-selected cadets. Leadership lab cadets are selected by the instructors based on performance in basic Air Force JROTC classes. Cadets assist in managing the cadet corps, and under direct instructor supervision, reinforcing instructor lessons training Air Force JROTC I and II cadets as well as and completing special projects. In addition, depending upon the Lead Lab taken, Lead Lab cadets will study selected areas of Global Studies, Science of Flight, Exploring Space: The Final Frontier, Management of the Corps, Survival Skills and Leadership Education I, II, III and IV not covered in other RCHS AFJROTC courses. Specifics of each course can be found in other RCHS AFJROTC courses. Specifics of each course can be found in the course syllabus.</b></p> <p><b>Health and Wellness: Cadets will also participate in a Health and Wellness Program concentrating on nutrition and developing life-long habits and exercises to remain physically fit including the Presidential Physical Fitness Test administered twice per semester.</b></p>
<p><b>Leadership Education I Marine Corps JROTC</b></p> <p>RHS</p>	<p><b>Credit: 1</b>  <b>Grades: 9-12</b>  <b>Weight: S</b>  <b>Prerequisite: None</b></p>	<p><b>Experience the 5 major subjects of the Marine Corps JROTC program: Leadership, Citizenship, Personal Growth and Responsibility, Public Service and Career Exploration. In this entry –level course, specific topics of study include effective study techniques, leadership fundamentals, ethical standards, goal setting, discipline/self-discipline, and proper wear of the Marine Corps.</b></p>
<p><b>Leadership Education II Marine Corps JROTC</b></p> <p>RHS</p>	<p><b>Credit: 1</b>  <b>Grades: 10-12</b>  <b>Weight: S</b>  <b>Prerequisite: Pass LE I with a minimum grade of 80</b></p>	<p><b>Explore the five major areas of Marine Corps JROTC in depth. Participate in study of leadership principles, traits, styles, and motivation. Participate in detailed classes associated with problem solving, authority and responsibility, human behavior, public speaking, physical fitness, competitive drill and competitive marksmanship.</b></p>

<b>Leadership Education III Marine Corps JROTC</b>  RHS	<b>Credit: 1</b> <b>Grades: 11-12</b> <b>Weight: S</b> <b>Prerequisite: Pass LE II with a minimum grade of 80. Must have SMI/MI approval</b>	Apply leadership principles in the Marine Corps JROTC. The five major subjects are opened up to practical application in cadet leadership. Most cadet officers, drill team, rifle team and color guard cadets are LE III cadets.
<b>Leadership Education IV Marine Corps JROTC</b>  RHS	<b>Credit: 1</b> <b>Grades: 11-12</b> <b>Weight: S</b> <b>Prerequisite: Pass LE III with a minimum of 85, SMI/MI Permission</b>	Participate in actual applied leadership roles and leadership training. Cadets will be the backbone of the students' leaders' corps and in command of most MC-JROTC activities. Proficiency in each of the five major subjects is expected of each LE IV cadet. Cadets will be required to actively participate in critical thinking exercises designed to improve communication skills necessary to be a successful leader.
<b>Leadership Education V Leadership – Labs</b>  RHS	<b>Credit: 1</b> <b>Grades: 12 (unless approved by SMI/ MII)</b> <b>Weight: S</b> <b>Prerequisite: Successful completion of LE I, II, III.</b>	Leadership Lab courses are very dynamic and diverse will only be made available to hand-selected cadets. Leadership lab cadets are selected by the instructors based on performance in basic MCJROTC classes. Cadets assist in managing the cadet corps, and under direct instructor supervision, reinforcing instructor lessons. In addition these cadets will work closely with LE- I and II cadets as well as and completing special projects.
<b>AS 100 Journey Into Aviation History</b>  DMHS	<b>Credit: 1</b> <b>Grades: 9-12</b> <b>Weight: S</b> <b>Prerequisite: None</b>	This is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to early 1939. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force. Throughout the course, there are readings, videos, hand-on activities, and in-test and student workbook exercises to guide in the reinforcement of materials. This course will also focus on discipline and leadership as well as basic drill movements and wellness.
<b>AS 110 Aviation History WWII to Present</b>  DMHS	<b>Credit: 1</b> <b>Grades: 9-12</b> <b>Weight: S</b> <b>Prerequisite: None</b>	This is an aviation history course focusing on the jet airplane age. The timeline begins at 1939 and continues until present day. Students will learn that technical developments eventually ended this era with the introduction of the jet engine. This will continue to highlight the advances in airpower history throughout the many conflicts that have occurred until present day. This course will also focus on discipline and leadership as well as basic drill movements and wellness.
<b>AS 210 The Science of Flight</b>  DMHS	<b>Credit: 1</b> <b>Grades: 9-12</b> <b>Weight: S</b> <b>Prerequisite: None</b>	This course is designed the student aerospace environment, the human requirements of flight, principles of aircraft flight, and principles of aviation. The course begins with a discussion of the atmosphere and weather. After developing an understanding of the environment, how the environment affects flight is introduced. Discussions include the forces of lift, drag, thrust, and weight. Students also learn basic navigation including map reading, course plotting, and the effects of the wind. The portion on the Human Requirements of Flight is a survey course on human physiology. Discussed here are human circulatory system, the effects of acceleration and deceleration, and protective equipment. This course will also focus on discipline and leadership as well as basic drill movements and wellness.
<b>AS 220 Global and Cultural Studies – The Middle East</b>  DMHS	<b>Credit: 1</b> <b>Grades: 9-12</b> <b>Weight: S</b> <b>Prerequisite:</b>	The focus of the introduction is to explain the concept of global awareness and the importance of being aware of global trends. We are living in a global village. Technological advancements, especially in computer hardware and software and fiber optics, have reduced the time it requires to communicate across the world. This has resulted in a global economy in which China, India, Pakistan, and other developing nations are now having a major cultural and economic impact on the world. It is essential that we adapt ourselves to the rapid changes in the global economy in order to sustain the social and economic stability in the United States. This course will focus on the Middle East. This course will also focus on discipline and leadership as well as basic drill movements and wellness.

<p><b>AS 230</b>  <b>Global and Cultural Studies</b>  <b>– Latin America</b></p> <p>DMHS</p>	<p><b>Credit: 1</b>  <b>Grades: 9-12</b>  <b>Weight: S</b>  <b>Prerequisite: None</b></p>	<p>The focus of the introduction is to explain the concept of global awareness and the importance of being aware of global trends. We are living in a global village. Technological advancements, especially in computer hardware and software and fiber optics, have reduced the time it requires to communicate across the world. This has resulted in global economy in which China, India, Pakistan, and other developing nations are now having a major cultural and economic impact on the world. It is essential that we adapt ourselves to the rapid changes in the global economy in order to sustain the social and economic stability in the United States. This course will focus on the Latin America. This course will also focus on discipline and leadership as well as basic drill movements and wellness.</p>
<p><b>AS 300</b>  <b>Exploring Space, The High Frontier</b></p> <p>DMHS</p>	<p><b>Credit: 1</b>  <b>Grades: 9-12</b>  <b>Weight: S</b>  <b>Prerequisite: None</b></p>	<p>This is a science course that includes the latest information available in space science and space exploration. The course begins with the study of the space environment from the earliest days of interest in astronomy and early ideas of the heavens, through the Renaissance, and on into modern astronomy. It provides an in-depth study of the Earth, Sun, stars, Moon, and solar system, including the terrestrial and the outer planets. It discusses issues critical to travel in the upper atmosphere such as orbits and trajectories unmanned satellites, and space probes. It investigates the importance of entering space and discusses manned and unmanned space flights, focusing on concepts surrounding spaceflight, space vehicles, launch systems, and space missions. The section on manned spaceflight focuses on the Space Shuttle, space stations and beyond, covering milestones in the endeavor to land on the Moon and to safely orbit humans and crafts for temporary and prolonged periods. The course covers the human aspect of spaceflight, focusing on the human experience in space. It also examines the latest advances in space technology, including robotics in space, the Mars Rover, and commercial uses of space. This course will also focus on discipline and leadership as well as basic drill movements and wellness.</p>
<p><b>AS 310</b>  <b>Exploring Space, The High Frontier II</b></p> <p>DMHS</p>	<p><b>Credit: 1</b>  <b>Grades: 9-12</b>  <b>Weight: S</b>  <b>Prerequisite: AS 210</b></p>	<p>This is a science course that includes the latest information available in space science and space exploration. The course begins with the study of issues critical to travel in the upper atmosphere such as orbits and trajectories unmanned satellites, and space probes. It investigates the importance of entering space and discusses manned and unmanned space flights, focusing on concepts surrounding spaceflight, space vehicles, launch systems, and space missions. It also examines the latest advances in space technology, including robotics in space, the Mars Rover, and commercial uses of space. Students will also learn about life skills and career opportunities. Students will learn how to become a more confident financial planner and to save, invest, and spend money wisely, as well as how to avoid the credit trap. They will learn about real-life issues such as understanding contracts, leases, warranties, legal notices, personal bills, practical and money-saving strategies for grocery shopping, apartment selection, and life with roommates. This course will also focus on discipline and leadership as well as basic drill movements and wellness. Students must wear the Air Force JROTC uniform once a week.</p>
<p><b>AS 400</b>  <b>Management of the Cadet Corps</b></p> <p>DMHS</p>	<p><b>Credit: 1</b>  <b>Grades: 9-12</b>  <b>Weight: S</b>  <b>Prerequisite: None</b></p>	<p>This course provides exposure to the fundamentals of management. The text contains many leadership topics that will benefit student as well as provide them with some of the necessary skills need to put into practice what they have learned during their time in AFJROTC. This hands-on experience affords the cadets the opportunity to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision-making will be done by the cadets. They practice their communication, decision making, personal interaction, managerial, and organizational skills. This course will also focus on discipline and leadership as well as basic drill movements and wellness.</p>

<b>AS 410 Survival</b>  DMHS	<b>Credit: 1</b> <b>Grades: 9-12</b> <b>Weight: S</b> <b>Prerequisite: None</b>	The <i>Survival</i> text is a synthesis of the basic survival information found in Air Force Regulation 64-4 <i>Survival Training</i> . The survival instruction will provide training in skills, knowledge, and attitudes necessary to successfully perform fundamental tasks needed for survival. Survival also presents “good to know” information that would be useful in any situation. The information is just as useful to an individual lost hunting or stranded in a snowstorm. This course will also focus on discipline and leadership as well as basic drill movements and wellness.
<b>AS 500 Aviation Ground School</b>  DMHS	<b>Credit: 1</b> <b>Grades: 10-12</b> <b>Weight: H</b> <b>Prerequisite: AS 210</b>	The material covered is an advanced, more in-depth study of the previous aerospace topics. This course is the foundation for students interested in receiving a private pilot’s license. When the course is completed the students should be prepared to take and pass the Federal Aviation Administration (FAA) WRITTEN EXAMINATION. The <i>Private Pilot Manual</i> is the primary source for initial study and review. The text contains complete and concise explanations of the fundamental concepts and ideas that every private pilot needs to know. The subjects are organized in a logical manner to build upon previously introduced topics. Subjects are often expanded upon through the use of Discovery Insets, which are strategically placed throughout the chapters. Periodically, human factors principles are presented in Human Element Insets to help you understand how your mind and body function while you fly. Throughout the manual, concepts that directly relate to FAA test questions are highlighted by FAA Question Insets. Additionally, you can evaluate your understanding of material introduced in a particular section by completing the associated review questions. This course will also focus on discipline and leadership as well as basic drill movements and wellness.

<b>SCIENCE</b>		
<b>Physical Science</b>  ALL SCHOOLS	<b>Credit: 1</b> <b>Grade: 10-12</b> <b>Weight: S</b> <b>Prerequisite:</b>	Learn practical application of chemistry and physics concepts by studying structure and organization of matter, energy, forces, and other practical applications of science to everyday living.
<b>Biology</b>  ALL SCHOOLS	<b>Credit: 1</b> <b>Grade: 9-10</b> <b>Weight: S</b> <b>Prerequisite: English I</b>	Learn the principles of life, cellular functions, interrelationships in plant and animal kingdoms, body processes, and ecology. Participate in lab activities.
<b>Biology Honors</b>  ALL SCHOOLS	<b>Credit: 1</b> <b>Grade: 9-10</b> <b>Weight: H</b> <b>Prerequisite: English I &amp; Teacher recommendation</b>	Learn the principles of life, cellular functions, interrelationships in plant and animal kingdoms, body processes, and ecology. Exhibit the highest work standards possible, including extensive independent study and personal motivation.
<b>Advanced Placement Biology</b>  DMHS	<b>Credit: 1</b> <b>Grade: 11-12</b> <b>Weight: AP</b> <b>Prerequisite: Recommended for students with a “B” or better average in Biology and Chemistry</b>	Study three main areas: a) molecules and cells (25 percent); b) genetics and evolution (25 percent); and c) organisms and populations (50 percent). Participate in laboratory experiences that will constitute about one-fourth to one-third of the course content. Earn college credit by successfully completing all prescribed work and by earning a high score on the AP exam.
<b>Anatomy</b>	<b>Credit: 1</b> <b>Grade: 11-12</b> <b>Weight: S</b> <b>Prerequisite: Biology, Chemistry recommended</b>	Study the structure and function of the human from the molecular level to the level of the whole organism. Participate in lab that includes work with the microscope and fetal pig dissection.
<b>Anatomy Honors</b> MHS	<b>Credit: 1</b> <b>Grade: 11-12</b> <b>Weight: H</b> <b>Prerequisite: Biology, Chemistry recommended</b>	Study the structure and function of the human body from the molecular level to the level of the whole organism. Participate in laboratories, conduct independent research, and complete an outside science project.

<b>Biology II</b>	Credit: 1 Grade: 11-12 Weight: H Prerequisite: Biology and Chemistry	Study hypotheses formation, experimentation, collection and analysis of data, and the literature of biology. Apply skills learned to experiments in microbiology, animal behavior, plant and animal physiology participate in laboratory work and make use of technology in scientific research. Participate in an in-depth study of the scientific method and its relation to the science of biology.
<b>Chemistry</b>	Credit: 1 Grade: 11-12 Weight: S Prerequisite: Biology & Math I	Study the classification and changes in matter, descriptive chemistry, periodic properties of elements, stoichiometry kinetic molecular theory, chemical reactions, thermodynamics, acids, bases, and salts. Participate in laboratory experiments and problem solving.
<b>Chemistry Honors</b> RHS DMHS MHS	Credit: 1 Grade: 11-12 Weight: H Prerequisite: Biology & Math I	Study classification and changes in matter, descriptive chemistry, periodic properties of elements, stoichiometry kinetic molecular theory, chemical reactions, thermodynamics, acids, bases, and salts. Complete a major project, cover special topics, and proceed at an advanced pace and more depth.
<b>Chemistry II Honors</b>	Credit: 1 Grade: 11-12 Weight: H Prerequisite: C or better in Chemistry I, Math III	Study the principles of chemistry beyond those covered in Chemistry I. Learn solutions, electrolytes, organic, acid-based chemistry, chemical kinetics, and nuclear chemistry. Participate in lab work and an independent project using the Internet.
<b>Advanced Placement Chemistry</b>	Credit: 1 Grade: 11-12 Weight: AP Prerequisite: Math III recommended	Study the atomic structure, atomic theory, chemical bonding, nuclear chemistry, gases, liquids, solids, solutions, chemical reactions, and descriptive chemistry. Participate in lengthy laboratory experiments and maintain a lab notebook. Experiments are usually 2 to 3 hours in length.
<b>Earth/Environmental Science</b> ALL SCHOOLS	Credit: 1 Grade: 9-12 Weight: S Prerequisite: None	Study focuses on topics associated with matter, energy, cosmic evolution, and structure, cycles, geochemical processes, and the expanded time scales needed to understand events in the earth system. Research of the Living World, Human Population, Water and Land Resources, Energy Resources and Consumption, Pollution and Waste Production, Global Change, and Civic Responsibility.
<b>Earth/Environmental Science Honors</b> ALL SCHOOLS	Credit: 1 Grade: 9 Weight: H Prerequisite: None	Study focuses on topics associated with matter, energy, cosmic evolution, and structure, cycles, geochemical processes, and the expanded time scales needed to understand events in the earth system. Research of the Living World, Human Population, Water and Land Resources, Energy Resources and Consumption, Pollution and Waste Production, Global Change, and Civic Responsibility. Conduct outside investigations and complete outside readings.
<b>Occupational Science I, II</b>	Credit: 1 per course Grade: 9-12 Weight: R Prerequisite: Teacher recommendation	Occupational Science I, II are a series of courses that focus on science and health related issues. Occupational Science I will explore personal health and well-being, learn safety and first aid procedures, and study topics of illnesses, substance abuse and nutrition. Occupational Science II will focus on family life topics that include changes with puberty, relationships and family planning.
<b>Advanced Placement Environmental Science</b>	Credit: 1 Grade: 11-12 Weight: AP Prerequisite: Biology, Chemistry, completed or enrolled in Math III	Study scientific analysis, interdependence of Earth's systems, human population dynamics, renewable and nonrenewable resources, environmental quality, global changes and their consequences, environment and society, and choices for the future. Participate in laboratory experiences that constitute one fourth to one-third of the course. Earn college credit by successfully completing all prescribed work and by earning a score of 3 or higher on the AP exam.
<b>Physics</b>	Credit: 1 Grade: 11-12 Weight: S Prerequisite: Math III	Study the physical relationships of matter and energy. Topics include mechanics, kinetic theory and properties of matter, thermodynamics, wave mechanics, electricity and magnetism. Practice problem solving in this course.
<b>Advanced Placement Physics</b>	Credit: 1 Grade: 11-12	Study the topics determined by the Advanced Placement Physics syllabus including Newtonian mechanics, heat, kinetic theory, thermodynamics,

	Weight: AP Prerequisite: Math III Honors	electricity, magnetism, waves, optics, quantum physics, nuclear physics, and special relativity.
Physics Honors MHS RHS DMHS	Credit: 1 Grade: 12 Weight: H Prerequisite: Math III	Study the physical relationships of matter and energy. Topics include mechanics, kinetic theory and properties of matter, thermodynamics, wave mechanics, electricity, and magnetism. Practice problem solving in this course. Complete a major project.
Astronomy	Credit: 1 Grade: 10-12 Weight: S Prerequisite: Math III	Investigate the processes used to form models to explain the cosmos. Students will conduct investigations, observe the heavens, and practice mathematical computations. Study how stars evolved and how their evolution affects the interstellar medium. Complete and outside science project for the science fair.
Astronomy Honors	Credit: 1 Grade: 10-12 Weight: H Prerequisite: Math III and instructor approval	Investigate the processes used to form models to explain the cosmos at the Honors level. Students will conduct investigations, observe the heavens, and practice mathematical computations. Study how stars evolved and how their evolution affects the interstellar medium. Complete an outside science project for the science fair.

<b>SOCIAL STUDIES</b>		
American History: The Founding Principles, Civics, and Economics ALL SCHOOLS	Credit: 1 Grades: 9-12 Weight: S Prerequisite: World History	As informed decision-makers, students will apply acquired knowledge to real-life experiences. When studying the legal and political systems, students will become aware of their rights and responsibilities and put this information into practice.
American History: The Founding Principles, Civics, and Economics Honors ALL SCHOOLS	Credit: 1 Grades: 9-12 Weight: H Prerequisite: World History with recommendation from Teacher	As informed decision-makers, students will apply acquired knowledge to real-life experiences. When studying the legal and political systems, students will become aware of their rights and responsibilities and put this information into practice. The economic, legal, and political systems will be expanded on through selected readings, projects, and written research essays, one major project per grading period.
American History I ALL SCHOOLS	Credit: 1 Grade: 10-11 Weight: S Prerequisite: American History: The Founding Principles, Civics, and Economics	Learn important historic events from the institution of the emerging republic to the end of the Civil War. Examine events of Early America to show how they have shaped America's relations with the rest of the world, and how they have shaped America's democracy, culture, and economic system.
American History II ALL SCHOOLS	Credit: 1 Grade: 11 Weight: S Prerequisite: American History I	Learn important historic events from Reconstruction to current day issues. Examine events of American history to show how they have shaped America's relations with the rest of the world, and how they have shaped America's democracy, culture, and economic system.
American History Honors I ALL SCHOOLS	Credit: 1 Grade: 10-11 Weight: H Prerequisite: American History: The Founding Principles, Civics, and Economics Honors with recommendation from Teacher	Study the important historic events from the institution of the emerging republic to the present. Participate in extensive reading and special projects. Learn critical thinking skills, analysis of primary documents, and written research essays.
American History Honors II ALL SCHOOLS	Credit: 1 Grade: 11 Weight: H Prerequisite: American History I Honors with recommendation from AH I Teacher	Study the important historic events from the institution of the emerging republic to the present. Participate in extensive reading and special projects. Learn critical thinking skills, analysis of primary documents, and written research essays.
Advanced Placement U.S. History DMHS MHS	Credit: 1 Grade: 10-11 Weight: AP	Study American History from Age of Exploration to present day. This course will deal with the who, what, when, where, and how questions of American History. Develop and/ or improve skills related to free response essays and document-based essays. Participate in a variety of outside readings. Earn

	<b>Prerequisite: Recommended B+ average on all English and Social Studies courses, and Civics &amp; Economics</b>	college credit by scoring high on the AP Exam and receive AP weight for the course.
<b>Psychology</b> DMHS	<b>Credit: 1</b> <b>Grades: 12</b> <b>Weight: S</b> <b>Prerequisite: None</b>	This course focuses on individual behavior and why an individual thinks, feels, and reacts to certain stimuli. Major emphases will be placed on research methods, stages in childhood and adolescence, how the brain works, altered states of consciousness, psychological testing, and psychological disorders.
<b>AP Psychology</b> MHS DMHS	<b>Credit: 1</b> <b>Grades: 11-12</b> <b>Weight: S</b> <b>Prerequisite: None</b>	This course focuses on individual behavior and why an individual thinks, feels, and reacts to certain stimuli. Major emphases will be placed on research methods, stages in childhood and adolescence, how the brain works, altered states of consciousness, psychological testing, and psychological disorders. Participate in a variety of outside readings. Earn college credit by scoring high on the AP Exam and receive AP weight for the course.
<b>World History</b> ALL SCHOOLS	<b>Credit: 1</b> <b>Grades: 9</b> <b>Weight: S</b> <b>Prerequisite: None</b>	Study Western and non-Western history from prehistoric times to the present with attention given to political, cultural, economic, and geographic areas for each country or historical period studied. Correlate current events with the study of various countries.
<b>World History Honors</b>	<b>Credit: 1</b> <b>Grades: 9</b> <b>Weight: H</b> <b>Prerequisite: recommendation from SS teacher in Middle School</b>	Study Western and non-Western history from prehistoric times to the present with attention given to political, cultural, economic, and geographic areas for each country or historical period studied. Correlate current events with the study of various countries will be expanded on through selected readings, projects, and written research essays, one major project per grading period.
<b>AP World History</b> RHS DMHS MHS	<b>Credit: 1</b> <b>Grades: 12</b> <b>Weight: S</b> <b>Prerequisite: None</b>	Study Western and non-Western history from prehistoric times to the present with attention given to political, cultural, economic, and geographic areas for each country or historical period studied. Correlate current events with the study of various countries will be expanded on through selected readings, projects, and written research essays, one major project per grading period. Participate in a variety of outside readings. Earn college credit by scoring high on the AP Exam and receive AP weight for the course.
<b>Occupational American History I</b>	<b>Credit: 1</b> <b>Grades: 10-12</b> <b>Weight: S</b> <b>Prerequisite: None</b>	This course is designed to provide the student with basic economic, government, and political knowledge they need to become responsible citizens and consumers. It covers the historical background of the development of the United States, including the Constitution and amendments, and the three branches of government, and major laws that effect citizens. The course also covers state and local government roles and jurisdictions, and issues of personal citizenship.
<b>Occupational American History II</b>	<b>Credit: 1</b> <b>Grades: 10-12</b> <b>Weight: S</b> <b>Prerequisite: OCS American History I</b>	This course is designed to teach students concepts and skills related to self-advocacy and self-determination, which are essential for achieving independence and successful adult outcomes. The course strands include: Self-Concept, Communication and Assertiveness, Problem Solving, and Self-Advocacy.

<b>MATHEMATICS</b>		
<b>Foundations of Math I</b>	<b>Credit: 1</b> <b>Grade: 9-10</b> <b>Weight: S</b> <b>Prerequisite: None</b>	A bridge course including special topics preparing students for Math I.
<b>Occupational Math I, II and III</b>	<b>Credit: 1 per course</b> <b>Grade: 9-12</b> <b>Weight: modified</b> <b>Prerequisite: Teacher recommendation</b>	Occupational Math I, II, and III are a series of courses designed to equip students with the math competencies needed for independent living and successful employment. Content standards include math skills such as numerical operations, decimals and fractions, basic geometric concepts, and basic calculator skills. Essential workplace competencies and applications are emphasized as well as independent living needs such as budgeting, personal finance, and banking skills.

<b>Math I</b> ALL SCHOOLS	<b>Credit: 1</b> <b>Grade: 9-12</b> <b>Weight: S</b> <b>Prerequisite: None</b>	Study concepts of algebra, Math II, functions, number and operations, statistics and modeling. 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.
<b>Foundations of Math II</b>	<b>Credit: 1</b> <b>Grade: 10-12</b> <b>Weight: S</b> <b>Prerequisite: Math I</b>	A bridge course including special topics preparing students for Math II.
<b>Math II</b> ALL SCHOOLS	<b>Credit: 1</b> <b>Grade: 9-12</b> <b>Weight: S</b> <b>Prerequisite: Math I</b>	Continue the progression of algebra, Math II, functions, number and operations, statistics and modeling established in Math I. In addition to these standards, Math II includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with Math II, probability, making inferences and justifying conclusions.
<b>Math II Honors</b>	<b>Credit: 1</b> <b>Grade: 9-11</b> <b>Weight: H</b> <b>Prerequisite: 8<sup>th</sup> grade Math I or teacher recommendation</b>	Cover the Math II curriculum and extend concepts to include higher levels of critical thinking, problem analysis, and enrichment activities.
<b>Foundations of Math III</b>	<b>Credit: 1</b> <b>Grade: 10-12</b> <b>Weight: S</b> <b>Prerequisite: Math II</b>	A bridge course including special topics preparing students for Math III.
<b>Math III</b> ALL SCHOOLS	<b>Credit: 1</b> <b>Grade: 10-12</b> <b>Weight: S</b> <b>Prerequisite: Math II</b>	In addition to an even deeper understanding of algebra, Math II, functions, number and operations, statistics and modeling, Math III includes algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. Math III also includes the geometric concepts of conics and circles. Emphasis will be placed on practical applications and modeling.
<b>Math III Honors</b>	<b>Credit: 1</b> <b>Grade: 10-12</b> <b>Weight: H</b> <b>Prerequisite: Math II Honors</b>	Cover the Math III curriculum and extend concepts to include higher levels of critical thinking, problem analysis, and enrichment activities.
<b>Discrete Math Honors</b>	<b>Credit: 1</b> <b>Grade: 11-12</b> <b>Weight: H</b> <b>Prerequisite: Math III</b>	Study the mathematics of networks, social choice, and decision-making. Also, study the application of matrix arithmetic and probability. Applications and modeling will be central to this course.
<b>Math IV</b> ALL SCHOOLS	<b>Credit: 1</b> <b>Grade: 11-12</b> <b>Weight: S</b> <b>Prerequisite: Math III</b>	The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.
<b>Pre-Calculus Honors</b> MHS RHS DMHS	<b>Credit: 1</b> <b>Grade: 11-12</b> <b>Weight: H</b> <b>Prerequisite: Math III Honors or teacher recommendation</b>	Study trigonometry, as well as advanced algebra topics, analytic Math II, sequences and series, and data analysis. Included also is an introduction to limits and elementary derivatives.

<b>Calculus I</b> MHS DMHS	<b>Credit: 1</b> <b>Grade: 11-12</b> <b>Weight: H</b> <b>Prerequisite: Pre-Calculus Honors</b>	Begin with a study of the concepts of calculus, including functions, limits, and derivatives. Strengthen skills and concepts from Pre-Calculus Honors with an emphasis on geometric, numerical, and analytical approaches.
<b>Advanced Placement Calculus</b> MHS DMHS	<b>Credit: 1</b> <b>Grade: 12</b> <b>Weight: AP</b> <b>Prerequisite: Pre-Calculus Honors</b>	Develop an understanding of the concepts of calculus to include functions, graphs, limits, derivatives, and integrals. The course emphasizes the geometric, numerical, analytical, and verbal expression of concepts, results, and problems.
<b>Advanced Placement Statistics</b> Ask Counselor	<b>Credit: 1</b> <b>Grade: 12</b> <b>Weight: AP</b> <b>Prerequisite: Pre-Calculus Honors</b>	Study the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will observe patterns and departures from patterns, decide what and how to measure, produce models using probability and simulation, and confirm models.

### MISCELLANEOUS ELECTIVES

<b>Bible I</b> DMHS RHS	<b>Credit: 1</b> <b>Grades: 9-12</b> <b>Weight: S</b> <b>Prerequisite: None</b>	Focus on the Jewish nation's history, how the Bible came to us, and the Old Testament's key people and events.
<b>Bible II</b> DMHS RHS	<b>Credit: 1</b> <b>Grades: 10-12</b> <b>Weight: S</b> <b>Prerequisite: Bible I</b>	Focus on the New Testament, emphasizing Jesus' life and the early church.
<b>Library Media Assistant</b> RHS	<b>Credit: 1</b> <b>Grades: 10-12</b> <b>Weight: S</b> <b>Prerequisite: English I &amp; II, teacher recommendation</b>	Assist with the media center's day-to-day operation. Learn basic principles of media center organization including shelving books, checking out materials, assisting students, working with video and audiovisual equipment, and using computers for research.
<b>Teacher Cadet(Classroom)</b> MHS (and internship)	<b>Credit: 1</b> <b>Grades: 12</b> <b>Weight: S</b> <b>Prerequisite: None</b>	The class is for seniors interested in education. Sections include study of the learner, school governance, teaching practices, and schools of the future. Students will learn about different personality and learning styles and human development: physical, social, and moral. Students can continue their Teacher Cadet class with participation in an internship opportunity in a local classroom.
<b>Public Speaking and Debate</b> RHS	<b>Credit: 1</b> <b>Grades: 9-12</b> <b>Weight: S</b> <b>Prerequisite: None</b>	Study speaking skills and styles, gather research evidence for debate and extemporaneous speaking, and participate in mock contests to sharpen skills. Speakers will "learn by doing." Plan to do weekend traveling and competing in the areas of after-dinner and extemporaneous speaking, dramatic interpretations, original oratory, and debate.
<b>Office Assistant</b> RHS	<b>Credit: 0</b> <b>Grades: 12</b> <b>Weight: None</b> <b>Prerequisite: Application</b>	Assist in office duties; includes typing, filing, answering phones and copying.
<b>Lab Assistant</b>	<b>Credit: 0</b> <b>Grades: 12</b> <b>Weight: None</b> <b>Prerequisite: Application</b>	This is a non-credit course. The student will assist teacher with lab duties.
<b>Student Tutor</b>	<b>Credit: 0</b> <b>Grades: 12</b> <b>Weight: None</b> <b>Prerequisite: Application</b>	Serve as a tutor for students.

<p><b>Academic Skills</b></p>	<p><b>Credit: 1</b>  <b>Grades: 9-12</b>  <b>Weight: modified</b>  <b>Prerequisite: Teacher recommendation</b></p>	<p><b>Participate in remediation and academic support for areas of need in completing the career curriculum.</b></p>
<p><b>Occupational Financial Management</b>  All Schools</p>	<p><b>Credit: 1</b>  <b>Grades: 11-12</b>  <b>Weight: R</b>  <b>Prerequisite: OCS Math III</b></p>	<p><b>This course is designed to equip students with the math competencies needed for independent living and successful employment. Content standards include math skills such as numerical operations, decimals and fractions, basic geometric concepts, and basic calculator skills. Essential workplace competencies and applications are emphasized as well as independent living needs such as budgeting, personal finance, and banking skills.</b></p>

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## BUSINESS, FINANCE & INFORMATION TECHNOLOGY

# CAREERS

- Entrepreneur
- Accountant
- Finance Director
- Manager
- Office Specialist

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### Accounting I

DMHS

Course Number: BA10  
 Grades 9-12  
 Weight: S  
 Prerequisite: None

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

<p><b>Entrepreneurship I</b></p> <p>DMHS, RHS, MHS</p>	<p>Credits: 1  Grades: 10-12  Weight: S  Prerequisite: None</p>	<p>In this course students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. English language arts and social studies are reinforced. Appropriate work-based learning strategies include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course.</p>
<p><b>CTE Advanced Studies</b></p> <p>All Schools</p>	<p>Credit: 1  Grades: 11-12  Weight: S  Prerequisite: Two technical credits in one Career Cluster, one of which must be a completer course</p>	<p>This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills.</p>
<p><b>Microsoft ITA: Word and PowerPoint</b></p> <p>All Schools  (a virtual class may also be an option)</p>	<p>Credit: 1  Grades: 9-12  Weight: S  Prerequisite: None</p>	<p>Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. English language arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, 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.</p> <p>This course can help prepare students for the Microsoft Office Specialist (MOS) in Word and/or PowerPoint,  <a href="http://www.microsoft.com/learning/en/us/certification/mos.aspx">http://www.microsoft.com/learning/en/us/certification/mos.aspx</a>.</p>
<p><b>Microsoft ITA: Word and PowerPoint Honors</b></p> <p>All Schools  (a virtual class may also be an option)</p>	<p>Credit:1  Grades: 9-12  Weight: H  Prerequisite: None</p>	<p>Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. English language arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, 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. This course can help prepare students for the Microsoft Office Specialist (MOS) in Word and/or PowerPoint. In order to receive honors credits students must pass the Microsoft core credential exam and attempt the Microsoft Expert Credential exam.  <a href="http://www.microsoft.com/learning/en/us/certification/mos.aspx">http://www.microsoft.com/learning/en/us/certification/mos.aspx</a>.</p>

<p><b>Microsoft ITA: Excel Honors</b></p> <p>All Schools (Virtual may also be an option)</p>	<p>Credit:1 Grades: 9-12 Weight: H Prerequisite: Word and PowerPoint Honors Suggested</p>	<p>Description: Students in the Microsoft Imagine Academy benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. This class is designed to prepare students for successful completion of the Microsoft Office Specialist Excel Core and Excel Expert exams. Successful candidates for the Microsoft Office Specialist Excel certification exam will have a fundamental understanding of the Excel environment and the ability to complete tasks independently. They will know and demonstrate the correct application of the principle features of Excel. Candidates create and edit a workbook with multiple sheets, and use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data entry logs. Expert-level candidates for the Excel exam have an advanced understanding of the Excel environment and have the ability to guide others to the proper use of the program's features. They create, manage, and distribute professional spreadsheets for a variety of specialized purposes and situations. They customize their Excel environments to meet project needs and to enhance productivity. Expert workbook examples include custom business templates, multiple-axis financial charts, amortization tables, and inventory schedules. Career possibilities may include accountants, financial analysts, data analysts, commercial bankers, and others.</p>
<p><b>Career Management</b></p> <p>All Schools</p>	<p>Credit: 1 Grade: 9-12 Weight: S Prerequisite: None</p>	<p>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.</p>
<p><b>Principles of Business and Finance</b></p> <p>All Schools</p>	<p>Credit: 1 Grades: 9-12 Weight: S Prerequisite: None</p>	<p>This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management. English language arts, social studies, and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course.</p>



# MARKETING

**CAREERS**

- Advertising Manager
- Marketing Research Analyst
- Event Planner
- Promotion Manager
- Digital Marketing Manager

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<p><b>Entrepreneurship I</b></p> <p>All Schools</p>	<p>Credit: 1            Grades: 10-12            Weight: S            Prerequisite: None</p>	<p>In this course, students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. English language arts and social studies are reinforced. Appropriate work-based learning strategies include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course.</p>
<p><b>Entrepreneurship II</b></p> <p>DMHS, MHS</p>	<p>Credit: 1            Grades: 10-12            Weight: S            Prerequisite: Entrepreneurship I</p>	<p>In this course students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English language arts and social studies are reinforced. Appropriate work-based learning strategies 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) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.</p>
<p><b>Marketing</b></p> <p>MHS, DMHS, RHS</p>	<p>Credit: 1            Grades: 9-12            Weight: S            Prerequisite: None</p>	<p>In this course, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations. Mathematics and social studies are reinforced. Appropriate work-based learning strategies cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course.</p>

<b>Fashion Merchandising</b>  MHS, RHS	Credit: 1 Grades: 9-12 Weight: S Prerequisite: None	In this course students are introduced to the fashion and merchandising industries. Students acquire transferable knowledge and skills among the concepts of the business of fashion, fashion promotion events, the evolution and movement of fashion, the fashion industry, career development, merchandising of fashion, and the selling of fashion. Mathematics and science are reinforced. Appropriate work-based learning strategies cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course.
<b>Hospitality and Tourism</b>  DMHS, MHS	Credit: 1 Grades: 10-12 Co-op I Weight: S Prerequisite: Marketing OR Sports and Entertainment Marketing I OR Principles of Business and Finance	In this course, students acquire understanding of the economic impact and marketing strategies for hospitality and tourism destinations. Emphasis is on destination complexity, customer relations, economics, legal and ethical responsibilities, safety and security, and tourism promotion. English/language arts, mathematics, social studies and technology are reinforced. 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.
<b>Sports and Entertainment Marketing I</b>  ALL SCHOOLS	Credit: 1 Grades: 9-12 Weight: S Prerequisite: None	In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; human relations; and safety and security. Mathematics and social studies are reinforced. Appropriate work-based learning strategies include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course.
<b>Sports and Entertainment Marketing II</b>  ALL SCHOOLS	Credit: 1 Grades: 10-12 Weight: H Prerequisite: Sports and Entertainment Marketing I	In this course, students acquire an understanding of selling, promotion, and market planning of sports, entertainment, and event marketing. English/language arts, 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.
<b>CTE Advanced Studies</b>  ALL SCHOOLS	Credit: 1 Grades: 11-12 Weight: S Prerequisite: Two technical credits in one Career Cluster, one of which must be a completer course.	This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills.



# AGRICULTURE

Landscape Design  
 Agricultural Scientist  
 Farmer  
 Floral Designer  
 Botanist  
 Turf Grass Manager

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<p><b>Agri-science Applications</b>  RCHS, DMHS</p>	<p>Credit: 1 Grades: 9-12 Weight: S Prerequisite: None</p>	<p>This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.</p>
<p><b>Animal Science I</b>  RCHS</p>	<p>Credit: 1 Grades: 10-11 Weight: S Prerequisite: None</p>	<p>This course focuses on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. Participate in FFA activities.</p>
<p><b>Animal Science II - Small Animal</b>  RCHS</p>	<p>Credit: 1 Grades: 11-12 Weight: S Prerequisite: Animal Science I</p>	<p>This course provides instruction on animal science topics related to small animals that are served by a veterinarian. Content related to the breeding, grooming, care and marketing of animals that fit into this category are taught in this course. English language arts, mathematics, and science are reinforced in this class. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. Participate in FFA activities.</p>

<b>Agricultural Mechanics I</b>  DMHS, RCHS	Credit: 1 Grades: 10-12 Weight: S Prerequisite: Agri-science Applications suggested	This course develops knowledge and technical skills in the broad field of agricultural machinery, equipment, and structures. The primary purpose of this course is to prepare students to handle the day-to-day problems and repair needs they will encounter in their chosen agricultural career. Topics include agricultural mechanics safety, agricultural engineering career opportunities, hand/power tool use and selection, electrical wiring, basic metal working, basic agricultural construction skills related to plumbing, concrete, carpentry, basic welding, and leadership development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, mentorship, school-based enterprise, job shadowing, and supervised agricultural experience. Participate in FFA activities.
<b>Agricultural Mechanics II</b>  DMHS, RCHS	Credit: 1 Grades: 10-12 Weight: S Prerequisite: Agri-science Mechanics I	In this course, the topics of instruction emphasized are non-metallic agricultural fabrication techniques, metal fabrication technology, safe tool and equipment use, human resource development, hot/cold metal working skills and technology, advanced welding and metal cutting skills, working with plastics, and advanced career exploration/decision making. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. Participate in FAA activities.
<b>Horticulture I</b>  DMHS, RCHS	Credit: 1 Grades: 10-12 Weight: S Prerequisite: Agri-science Applications suggested	This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, internship, mentorship, school-based enterprise, job shadowing, and supervised agricultural experience. Participate in FFA activities.
<b>Horticulture II</b>  RCHS	Credit: 1 Grades: 11-12 Weight: S Prerequisite: Horticulture I	This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and personal development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course are apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. Participate in FFA activities.

<b>Horticulture II-Landscaping</b> DMHS	Credit: 1 Grades: 11-12 Weight: S Prerequisite: Horticulture I	This course provides hands-on instruction and emphasizes safety skills needed by landscape technicians in the field. Students are instructed in interpreting landscape designs, identifying landscape plants, and planting/maintaining trees, shrubs, and turf. Landscape construction is emphasized in the areas of grading and drainage, irrigation, paver installation, and the use/maintenance of landscape equipment. Current topics discussions provide students an understanding of careers and the employability skills needed to enter the landscape industry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, job shadowing, and supervised agricultural experience. Participate in FFA activities.
<b>CTE Advanced Studies</b> RCHS, DMHS	Credit: 1 Grades: 11- 12 Weight: S Prerequisite: Two technical credits in one Career Cluster, one of which must be a completer course.	This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills.



# Health Science

Nurse  
Doctor  
Nurse Assistant  
Physical Therapist  
Surgical Assistant  
Respiratory Therapist

# CAREERS

[Click here for more information on careers in Health Care](#)

<b>Health Team Relations</b> MHS (Only Health Science Academy), RCHS, DMHS, RHS	Credit 1 Grades: 9-12 Weight: S Prerequisite: None	This course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced. Work-based learning strategies appropriate for this course include service learning, field trips, and job shadowing. Apprenticeship and cooperative education are not available for this course. English language arts and social studies are reinforced in this course.
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<b>Health Science I</b>  All Schools	Credit: 1 Grades: 10-12 Weight: S Prerequisite: Biology recommended	This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course.
<b>Health Science I Honors</b>  All Schools	Credit: 1 Grades: 10-12 Weight: H Prerequisite: Biology recommended	This course focuses on human anatomy, physiology and human body diseases and disorders. Students will learn about health care careers within the context of each human body system in addition to this they will learn advanced medical terminology. Students will also use various resources to learn about the latest medical events occurring locally as well as worldwide. Projects, teamwork, communication, technology and serve as instructional strategies that reinforce the curriculum demonstrations content. English language arts and science are reinforced in this course.
<b>Health Science II</b>  All Schools	Credit: 1 Grades: 10-12 Weight: S Prerequisite: Health Science I	This course focuses on the National Healthcare Foundation Standards and Accountability Criteria, and the National Health Science Career Cluster Model pathways. The 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. Healthcare skills, language arts, mathematics, and communications are reinforced in this course. Students learn health care skills related to the Health Science Career Cluster pathways. Language arts, mathematics, and communications are reinforced in this course. HOSA activities support networking with health care professionals through volunteerism.
<b>Health Science II Honors</b>  All Schools	Credit: 1 Grades: 10-12 Weight: H Prerequisite: Health Science I	This course is designed to help students expand their understanding of Health care careers, 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 as well as OSHA training. English language arts and science are reinforced in this course. Because this is an Honors class it also requires self-study and independent work outside of class. Honors students will complete standard curriculum in addition to honors assignments. Students will be involved in service and community projects. They will also participate in activities that will promote 21 <sup>st</sup> century skills.
<b>Nursing Fundamentals Practicum</b>  All Schools	Credit: 2 Grade: 12 Weight: H Prerequisite: Health Science II	This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NC NAI Registry. English language arts, mathematics, and science are reinforced. 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.

<p><b>Pharmacy Technician</b></p> <p>All Schools (Online)</p>	<p>Credit: 1  Grades: 10-12  Weight: H  Prerequisite: Health Science II</p>	<p>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.</p>
<p><b>Biomedical Technology</b></p> <p>MHS (Only Health Science Academy), DMHS</p>	<p>Credit: 1  Grades: 10-12  Weight: S  Prerequisite: None</p>	<p>This course challenges students to investigate current medical and health care practices using technology and advances in health care research. Topics include ethnics, 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.</p>
<p><b>Advanced Studies in Health Science</b></p> <p>MHS</p>	<p>Credit: 1  Grades: 10-12  Weight: S  Prerequisite: Health Science II</p>	<p>This course is designed for students who are interested in pursuing a career in health science. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. The course will extend the Anatomy and Physiology content that was learned in Health Science I and will prepare students for college-level instruction in Anatomy and Physiology.</p>
<p><b>Anatomy and Physiology (RCC- BIO 168)</b></p> <p>This RCC class will be taught on the campus of MHS.</p> 	<p>Credit: 1  Grade: 11 &amp; 12  Weight: S  Prerequisite: Health Science I recommended</p>	<p>This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved for transfer under the CAA and ICAA as a pre-major and/or elective course requirement. FA, SP, SU</p>



# FAMILY & CONSUMER SCIENCE

**CAREERS**  
 Fashion Designer  
 Chef  
 Interior Designer  
 Early Childhood Teacher

Click on the following links for more information on careers in Family & Consumer Science: [Chef](#) ; [Interior Designer](#) ; [Fashion Designer](#); [Teacher](#)

<p><b>Principles of Family and Human Services</b></p> <p>DMHS, MHS, RHS</p>	<p>Credit: 1          Grades 9-12          Weight: S          Prerequisite: None</p>	<p>Students learn life literacy skills; individual, family, and community systems; and core functions of human services field. Emphasis is placed on human development, professional skills, diversity, analyzing community issues, life management, and human ecology. Activities engage students in exploring various helping professions, while building essential life skills they can apply in their own lives to achieve optimal wellbeing. English/language arts, social studies, mathematics, science, technology, interpersonal relationships are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing.</p>
<p><b>Apparel and Textile Production I</b></p> <p>RCHS, RHS</p>	<p>Credit: 1          Grades:10-12          Weight: S          Prerequisite: None</p>	<p>In this course students are introduced to clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion. Art, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing.</p>
<p><b>Apparel and Textile Production II</b></p> <p>RCHS</p>	<p>Credit: 1          Grades: 11-12          Weight: S          Prerequisite: Apparel and Textile Production I</p>	<p>In this course students are introduced to advanced clothing and housing apparel development skills. The use of fibers and fabrics is combined with design and construction techniques to develop and produce clothing or housing apparel products. A real or simulated apparel business enterprise and FCCLA activities allow students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop a portfolio. Mathematics and science are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing.</p>
<p><b>Food and Nutrition I</b></p> <p>All Schools</p>	<p>Credit: 1          Grades: 9-12          Weight: S          Prerequisite: None</p>	<p>Description: This course examines the nutritional needs of the individual. Emphasis is placed on fundamentals of food production, kitchen and meal management, food groups and their preparation, and time and resource management. English language arts, mathematics, science, and social studies are reinforced. 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 through authentic experiences. *For safety and sanitation reasons, enrollment should not exceed 5 students per kitchen.</p>

<b>Food and Nutrition II</b>  DMHS, RHS, MHS	Credit: 1 Grades: 10-12 Weight: S Prerequisite: Food and Nutrition I	Description: In this course, students experience the intersection of nutrition science and food preparation, while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students learn how to manage food safety; plan and prepare meals for a variety of consumers and clients; and explore the food system and global cuisines. *For safety and sanitation reasons, enrollment should not exceed 5 students per kitchen.
<b>Interior Design I</b>  DMHS, RCHS	Credit: 1 Grades: 10-12 Weight: S Prerequisite: None	This course focuses on housing needs and options of individuals and families at various stages of the life cycle. Emphasis is placed on selecting goods and services and creating functional, pleasing living environments using sound financial decisions and principles of design. Topics of study include elements and principles of design, backgrounds and furnishings, architectural styles and features, and functional room design. 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.
<b>Interior Design II</b>  DMHS	Credit: 1 Grades: 10-12 Weight: S Prerequisite: Interior Design I	This course prepares students for entry-level and technical work opportunities in the residential and non-residential interior design fields. Students deepen their understanding of design fundamentals and theory by designing interior plans to meet living space needs of specific individuals or families. Topics include application of design theory to interior plans and production, selection of materials, and examination of business procedures. Art and mathematics are reinforced. 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.
<b>Child Development</b> DMHS, RHS, MHS	Credit: 1 Grades: 9-12 Weight: S Prerequisite: Interior Design I	This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, child care issues, prenatal development and care, and development and care of infants, toddlers, and children three through six. Emphasis is on responsibilities of parents, readiness for parenting, and the influence parents have on children while providing care and guidance. Art, English language arts, and science are reinforced.
<b>Teaching as a Profession I</b>	Credit: 1 Grades: 11-12 Weight: H Prerequisite: None	This college level course is designed to encourage students who possess a high level of academic achievement and those personality traits found in good teachers, to consider teaching as a career. Students are exposed to the many facets of education through class discussion, observation and participation in public school classrooms. Students will examine their aptitudes for teaching, learner needs and development, including students with exceptionalities, and the history, trends, and governance of education. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.
<b>Teaching as a Profession II</b>	Credit: 2 Grades: 11-12 Weight: H Prerequisite: Teaching as a Profession I	This college level course is designed to encourage students who possess a high level of academic achievement and those personality traits found in good teachers, to consider teaching as a career. Students are exposed to the many facets of education through class discussion, observation and participation in public school classrooms. Students will apply concepts through an embedded internship experience with a cooperating teacher as they design, deliver, and reflect on their instruction. Students also investigate certification, employment, ethics, and professionalism in education. English/language arts, social studies, mathematics, science, technology, and interpersonal relationships are reinforced.

<p><b>EDU 119 Intro to Early Child Education</b> This is a RCC class that may be held on the campus of RHS</p> 	<p>Credit: 1 (4hrs. College Credit) Grades: 11-12 Weight: AP Prerequisite: None</p>	<p>This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, appropriate environments, schedules, and activity plans. FA, SP, SU</p>
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<p><b>CTE Advanced Studies</b>  ALL SCHOOLS</p>	<p>Credit: 1 Grades: 11-12 Weight: S Prerequisite: Two technical credits in one Career Cluster, one of which must be a completer course</p>	<p>This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills.</p>
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# AUTO TECHNOLOGY

Automotive Technician

# CAREERS

[Click here for more information on careers in Auto-Technology.](#)

<p><b>Automotive Service Fundamentals</b>  MHS, RCHS</p>	<p>Credit: 1 Grades: 10-12 Weight: S Prerequisite: Math I</p>	<p>Description: This course introduces automotive safety, basic automotive terminology, system &amp; component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also careers and various job opportunities in the automotive repair industry will be discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced.</p>
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<b>Automotive Service I</b>  MHS, RCHS	Credit: 1 Grades: 10-12 Weight: S Prerequisite: Automotive Service Fundamentals	This course introduces basic automotive skills in Suspension & Steering, Heating & Air Conditioning and Engine Performance. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
<b>Automotive Service II</b>  MHS, RCHS	Credit: 1 Grades: 10-12 Weight: S Prerequisite: Automotive Service I	This course builds on the knowledge and skills introduced in automotive servicing I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR- G1). SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.



## PUBLIC SAFETY

**Fire Fighter**  
**Emergency Medical Technician**  
**Paramedic**  
**Police Officer**  
**Fire Science Engineer**

Click on the following links for more information about careers in Public Safety: [Fire Fighter](#); [EMT](#); [Police Officer](#)

<b>Emergency Medical Technology I</b>  RCHS, MHS	Credit: 1 Grades: 11-12 Weight: S Prerequisite: (Public Safety I recommended)	This course is aligned to the EMT Basic certification available from the North Carolina Office of Emergency Medical Services and is part I of a two course sequence required to meet the mandatory hours of training. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
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<b>Emergency Medical Technology II</b>  RCHS, MHS	Credit: 1 Grades: 11-12 Weight: H Prerequisite: EMT I	This course is aligned to the EMT Basic certification available from the North Carolina Office of Emergency Medical Services and is part II of a two course sequence require to meet the mandatory hours of training. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course (age limits may apply). SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
<b>Public Safety I</b>  RCHS, RHS	Credit: 1 Grades: 9-12 Weight: S Prerequisite: None	This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. Additionally, students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available in this course.
<b>Public Safety II IP12</b>  RHS	Credit: 1 Grades: 9-12 Weight: S Prerequisite: Public Safety I	This course provides a deeper level of understanding of career information in public safety by focusing on the Community Emergency Response Team (C.E.R.T.) Certification. CERT is a Federal Emergency Management Administration (FEMA) developed certification that incorporates all areas of public safety. This course prepares students for the FEMA CERT certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
<b>Fire Fighter Technology I</b>  Classes held at RCHS campus. Program open to all high school students county wide.	Credit: 1 Grades: 10-12 Weight: S Prerequisite: Public Safety I (Recommended)	This course covers part of the NC Fire Fighter I/II combination certification modules required for all fire fighters in North Carolina. The modules include: Fire Department Orientation and Safety; Fire Prevention, Education, and Cause; Fire Alarms and Communications: Fire Behavior; Personal Protective Equipment; Portable Fire Extinguishers; and Fire Hose, Streams, and Appliances. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. This course prepares students for the North Carolina Fire Fighter1/11 certification modules.
<b>Fire Fighter Technology II</b>  RCHS	Credit: 1 Grades: 11-12 Weight: S Prerequisite: Fire Fighter Tech I	This course covers additional NC Fire Fighter I/II combination certification modules required for all fire fighters in North Carolina. The modules include: Rope; Ladders; Forcible Entry; Ventilation; Water Supply; Sprinkler; and Foam Fire Stream. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are not available for this course. This course prepares students for the North Carolina Fire Fighter I/II certification modules.
<b>Fire Fighter Technology III</b>  RCHS	Credit: 1 Grades: 11-12 Weight: H Prerequisite: Fire Fighter Tech II	In this course, students select one specific occupation in the Career Cluster and conduct research to include the nature of the work, work environment, training, education, and advancement, and job prospects. Work-based learning strategies appropriate for this course including job shadowing and internship. Apprenticeship and cooperative training are not available for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

<p><b>Emergency Management I</b> RHS, RCHS</p>	<p>Credit: 1 Grades: 9-12 Weight: S Prerequisite: Public Safety I Recommended</p>	<p>Description: This course is the first in a series of courses aligned to the Emergency Management certifications from FEMA and are recommended by the North Carolina Emergency Management Office at the NC Department of Public Safety as appropriate for high school students. These certifications are those required by professional in this field. The course includes skills in each area, using resources from the community to help deliver instruction to the students. English, language arts are reinforced.</p>
<p><b>Introduction to Criminal Justice CJC 111</b> This is a RCC class that may be held on the campus of RCHS</p> 	<p>Credit: 1 (3hrs. college credit) Grades: 11-12 Weight: AP Prerequisite: Public Safety I (recommended)</p>	<p>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. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA).</p>
<p><b>Criminology CJC 112</b> This is a RCC class that may be held on the campus of RCHS</p> 	<p>Credit: 1 (3 hrs. college credit) Grades: 11-12 Weight: AP Prerequisite: Public Safety I (recommended)</p>	<p>This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response. FA</p>
<p><b>CTE Advanced Studies</b> All Schools</p>	<p>Credit: 1 Grade: 11-12 Weight: S Prerequisite: Two technical credits in one Career Cluster, one of which must be a completer course</p>	<p>This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills.</p>



# TECHNOLOGY

**Engineer**  
**Graphic Design Artist**  
**Machinist**  
**Mechatronics Technician**  
**Mobile App. Development**

Click the following links for information on careers in technology: [Engineer](#); [Graphic Design Artist](#); [Machinist](#); [Computer Programmer](#);

<p><b>Technology Engineering and Design</b></p> <p>DMHS</p>	<p>Credit: 1            Grades: 9-12            Weight: S            Prerequisite: None</p>	<p>This course focuses on the nature and core concepts of technology, engineering, and design. Through engaging activities and hands-on project-based activities, students are introduced to the following concepts: elements and principles of design, basic engineering, problem solving, and teaming. Students apply research and development skills and produce physical and virtual models. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. 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.</p>
<p><b>Technology, Engineering, and Design Honors</b></p> <p>DMHS (STEM Academy Only), MHS</p>	<p>Credit: 1            Grades: 9-12            Weight: H            Prerequisite: None</p>	<p>This honors course focuses on the nature and core concepts of technology, engineering, and design. Through engaging activities and hands-on project-based activities, students are introduced to the following concepts: elements and principles of design, basic engineering, problem solving, and teaming. Students apply research and development skills and produce physical and virtual models. Activities are structured to integrate physical and social sciences, mathematics, English language arts, and art. 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.</p>
<p><b>Technological Design</b></p> <p>DMHS</p>	<p>Credit: 1            Grades: 10-12            Weight: S            Prerequisite: Technology, Engineering, and Design</p>	<p>This course continues to apply the skills, concepts, and principles of design. The design fields of graphics, industrial design, and architecture receive major emphasis. Engineering content and professional practices are presented through practical application. Working in design teams, students apply technology, science, and mathematics concepts and skills to solve engineering and design problems. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. Art, English language arts, mathematics and science 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.</p>

<p><b>Engineering Design</b> DMHS, MHS</p>	<p>Credit: 1 Grades: 10-12 Weight: S Prerequisite: Technology Engineering and Design</p>	<p>This course continues to apply the skills, concepts, and principals of engineering. Students explore various technological systems and engineering processes in related career fields. Topics include investigating technological systems, design optimization, and problem solving. Students utilize CAD and physical and virtual modeling concepts to construct, test, collect, and report data. Art, English, language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course.</p>
<p><b>Engineering Design Honors</b> DMHS</p>	<p>Credit: 1 Grades: 10-12 Weight: H Prerequisite: Technology Engineering and Design</p>	<p>This course continues to apply the skills, concepts, and principals of engineering. Students explore various technological systems and engineering processes in related career fields. Topics include investigating technological systems, design optimization, and problem solving. Students utilize CAD and physical and virtual modeling concepts to construct, test, collect, and report data. Art, English, language arts, mathematics and science are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course.</p>
<p><b>Webpage Design, Programming &amp; Data Base Foundation</b>  This is a RCC class that may be held on the campus of DMHS</p> 	<p>Credit: 1 Grades: 11-12 Weight: AP Prerequisite: none</p>	<p>This course covers the introduction of the tools and resources available to students in programming, mark-up language and services on the Internet. Topics include standard mark-up language Internet services, creating web pages, using search engines, file transfer programs; and database design and creation with DBMS products. Upon completion students should be able to demonstrate knowledge of programming tools, deploy a web-site with mark-up tools, and create a simple database table.</p>
<p><b>Robotics Engineering I Honors</b> DMHS, MHS</p>	<p>Credit: 1 Grades: 10-12 Weight: H Prerequisite: Math I, Technology Engineering and Design</p>	<p>Students enrolled in this course will have hands-on experience with building and programming robots to perform a variety of tasks. Students will learn the basics of both autonomous and operator robot control along with the use of various sensors. Also students will use C programming language to program their robots to perform both movement, input, and output of sensors. At the conclusion of the course, students will be able to design, build, program, and interact with robots along with troubleshooting both mechanical and programming challenges. Emphasis is placed on both post-secondary education and careers related to robotics, electrical and electronics engineering, mechanical engineering, and computer programming.</p>
<p><b>Robotics Engineering II Honors</b> DMHS, MHS</p>	<p>Credit: 1 Grades: 11-12 Weight: H Prerequisite: Robotics Engineering I Honors</p>	<p>Students enrolled in this course will have hands-on experience with more advanced robotics. Students will identify and use electronic components to build stand-alone electronic devices that can be integrated into their robots. Using Proportional, Integral and Derivative algorithms, students will create advanced programs using C programming language. Students will create industrial robots while learning about lifting, intake, and drive train systems. Emphasis is placed on both post-secondary education and careers related to robotics, electrical and electronics engineering, mechanical engineering, and computer programming.</p>

<b>Drafting I</b> RCHS, DMHS	Credit: 1 Grades: 9-12 Weight: S Prerequisite: Math I suggested	This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas, concepts and trends found in the areas of architecture, manufacturing, engineering, science, and mathematics, sketching-and computer assisted design (CAD) skills and techniques. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
<b>Drafting II: Architectural</b> DMHS	Credit: 1 Grades: 10-12 Weight: H Prerequisite: Drafting I	This course focuses on the principles, concepts, and use of complex graphic tools used in the field of architecture, structural systems, and construction trades. Emphasis is placed on the use of computer assisted design (CAD) tools in the creation of floor plans, wall sections, and elevation drawings. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing.
<b>Drafting II - Engineering</b> DMHS, RCHS	Credit: 1 Grades: 11-12 Weight: H Prerequisite: Drafting I	This course focuses on engineering graphics introducing the student to symbol libraries, industry standards, and sectioning techniques. Topics include coordinate systems, principles of machine processes and gearing, and the construction of 3-D wireframe models using computer assisted design (CAD). English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing.
<b>Drafting III - Engineering</b> RCHS	Credit: 1 Grades: 11-12 Weight: H Prerequisite: Drafting II – Engineering	This course introduces the student to advanced engineering concepts using computer assisted design (CAD) tools. Topics studied include descriptive Math II, geometric tolerancing, and advanced engineering design concepts such as surface and solid modeling. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing.
<b>Adobe Visual Design</b> ALL SCHOOLS	Credit: 1 Grade: 9-12 Weight: S Prerequisite: None	This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, Adobe In-design, and Adobe Illustrator certifications. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course.
<b>Adobe Visual Design Honors</b> ALL SCHOOLS	Credit: 1 Grade: 9-12 Weight: S Prerequisite: None	This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, Adobe In-design, and Adobe Illustrator certifications. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course. Completion of portfolio and successful credentialing in Photoshop, In Design, & illustrator are required to obtain honors credit.
<b>Adobe Video Design Honors</b> ALL SCHOOLS	Credit: 1 Grade: 10-12 Weight: H Prerequisite: Adobe Visual Design	This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, Adobe In-design, and Adobe Illustrator certifications. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course. Completion of portfolio and successful credentialing in Adobe Premier are required to obtain honors credit.

<b>Adobe Digital Design</b> MHS, RHS	Credit: 1 Grade: 10-12 Weight: S Prerequisite: Adobe Visual Design	This course is a project-based course that develops ICT, career, and communication skills in Web design using Adobe tools. This course is aligned to Adobe Dreamweaver certification. English language arts are reinforced. Completion of portfolio and successful credentialing in Adobe Dream Weaver are required to obtain honors credit.
<b>Adobe Digital Design Honors</b> MHS, RHS	Credit: 1 Grade: H Prerequisite: Adobe Visual Design	This course is a project-based course that develops ICT, career, and communication skills in Web design using Adobe tools. This course is aligned to Adobe Dreamweaver certification. English language arts are reinforced. Completion of portfolio and successful credentialing in Adobe Dream Weaver are required to obtain honors credit.
<b>Introduction to STEM Careers</b> <b>DMHS (STEM Academy Only)</b>	Credit: 1 Grade: 9 Weight: S Prerequisite: None	Intro to STEM is a curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering and mathematics — in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications. This introductory course for Phoenix STEM Academy students promotes group interaction, communication of ideas, use of the design process, and problem solving.
<b>Digital Design &amp; Animation</b> RHS, MHS	Credit: 1 Grade: 10-12 Weight: S Prerequisite: None (Adobe Visual Design is recommended)	Description: Digital Design and Animation I is an introductory level course focusing on the concepts and tools used by digital artists in a wide variety of creative careers including graphic design, film, and game design. Students work with professional-grade creative software packages to develop 2D and 3D digital graphics and audio/video media. Students use Adobe CC Suite, and digital 3D modeling with 3DS Max to build needed skills for subsequent courses.
<b>Introduction to Design</b> RHS <b>(DMHS STEM Academy Only)</b>	Credit: 1 Grade: 10-12 Weight: S Prerequisite: Intro to STEM Careers	This honors course focuses on routinely questioning the qualities, characteristics, function, aesthetics, sustainability, and accessibility of the systems, process, and objects we use. Students will explore the design process through theoretical and practical projects. Students will gain the ability to access knowledge to thoughtfully define and analyze problems. They will also develop their ability to ask thought-provoking questions and communicate their thoughts and ideas. Issues of usability, sustainability, accessibility, and sustainability will be considered while students model concepts, evaluate for a set of criteria, and engage in meaningful critiques. Students will gain the ability to view failure as part of the creative process and utilize their failures as a platform for revision.
<b>CTE Advanced Studies</b> DMHS, MHS,	Credit: 1 Grades: 11-12 Weight: S Prerequisite: Two Technology, Engineering, and Design Courses; one of which must be a completer course	This culminating course is for juniors and seniors who have earned two technical credits, one of which is a completer course, in one Career Cluster. The Advanced Studies course must augment the content of the completer course and prepare students for success in transitioning to postsecondary education and future careers. Students work under the guidance of a teacher with expertise in the content of the completer course in collaboration with community members, business representatives, and other school-based personnel. The four parts of the course include writing a research paper, producing a product, developing a portfolio, and delivering a presentation. Students demonstrate their abilities to use 21st century skills.
<b>Project Management I</b> <b>Course Number: CS11</b>  DMHS	Recommended Maximum Enrollment: 30 Hours of Instruction: 135 (block) 150 (regular) Prerequisite: None	This course will introduce students to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. Art, English language arts, 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.

<p><b>Blue Print Reading BRP 111</b> This is a RCC class that may be held on the campus of RHS</p> 	<p>Credit: 0; (2 hrs. College Credit) Grade: 11<sup>th</sup> &amp; 12<sup>th</sup> Prerequisites: None</p>	<p>This course introduces the basic principles of print reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part or system. FA</p>
<p><b>Machining Technology MAC 111</b> This is a year-long RCC class that may be held on the campus of RHS</p> 	<p>Credit: 2; (6hrs. College Credit) Grade: 11<sup>th</sup> &amp; 12<sup>th</sup> Prerequisites: None</p>	<p>This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout, drilling, sawing, turning, and milling. FA</p>
<p><b>Industrial Safety ISC 112</b> This is a year-long RCC class that may be held on the campus of RHS</p> 	<p>Credit: 2; (6hrs. College Credit) Grade: 11<sup>th</sup> &amp; 12<sup>th</sup> Prerequisites: None</p>	<p>This course introduces the principles of industrial safety. Emphasis is placed on industrial safety and OSHA regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance. FA, SP, SU</p>
<p><b>College-level CTE classes held on the campus of RCC include:</b></p> <p><b>Machining Classes</b> <b>Welding Classes</b> <b>HVAC Classes</b> <b>Early Childhood Ed. Classes</b> <b>Criminal Justice Classes</b> <b>Business Admin. Classes</b> <b>Information Tech. Classes</b> <b>Manufacturing Tech. Classes</b></p> 	<p>College and Career Promise Pathways available to high school students. These programs are available on the campus of RCC.</p> <p>3hrs of College Credit will equal 1 high school credit.</p> <p>College credits are weighted AP</p>	<p>See RCC catalog: <a href="http://www.rockinghamcc.edu/docs/publications/RCC_Catalog.pdf">http://www.rockinghamcc.edu/docs/publications/RCC_Catalog.pdf</a></p> <p>High school pathway descriptions begin on page 166.</p>

# INTERNSHIPS & APPRENTICESHIPS



**Earn High School Credit, Earn College Credit and Earn Money while gaining valuable work experience. See your Career Coordinator for details.**

<p><b>Career Development Internship</b> ALL SCHOOLS</p>	<p>Credit: 1 credit for 135 hours, 2 for 270 contact hours Grades: 12 Weight: S Prerequisite: Application allows for the student development of workplace competencies.</p>	<p>Internships are an essential way for today's youth to experience the value of work, and mature personally. 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. Career major internships deviate from the traditional internship in that the workplace activity is related to a potential career path of the student. The student must complete a minimum of 135 hours for 1 credit and 270 hours for 2 credits.</p>
<p><b>Co-op Courses</b></p>	<p>Credit: 1 for 135 contact Hours 2 for 270 contact hours Grades: 11-12 Weight: S Prerequisite: Application – Must take a co-op training class in the same year to receive credit Not all Co-ops are available at every school</p>	<p>Provides on the job training for students through a cooperative agreement among the school, the employer, and the student. A cooperative education coordinator is responsible for providing classroom instruction related to the occupation in which the student is placed and for contact with the student and the appropriate supervisor at the training site. Written training agreement and written training plans between the school and the employers are cooperatively developed and available. Students will receive on the job training for a minimum of 135 hours during a semester. Students may receive one unit of credit for each period spent in the classroom and another unit for the on the job training component.</p>
<p><b>RockATOP Apprenticeship</b> ALL SCHOOLS Visit: <a href="http://www.rockatop.org">www.rockatop.org</a> for more details</p>	<p>Credit: 1 for 135 contact hours 2 for 270 contact hours Grades: 11-12 Weight: S Prerequisite: Application; Open House; Orientation &amp; Pre-Apprenticeship</p>	<p>Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Labor, Apprenticeship and Training Bureau can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate. This course is appropriate for occupations that do not require a college degree but require a high level of skill and knowledge. The high school student can begin when he/she turns 16 years of age and is part of the high school apprenticeship program. Visit RockATOP.org for more details.</p>



Ms. Christy Hensley



Ms. Yolanda Stubblefield



Mr. Jim Carroll



Ms. Rhonda Holland

**CG**

**CAREER GUIDANCE STRONGLY SUGGESTED**

**Allow us to help you discover your talents and connect them with a rewarding career. See your career coordinator for more information.**



The International Baccalaureate (IB) Program is a four-year curriculum offered at Reidsville High School: two years in pre-IB and two years in an advanced level curriculum. It leads to either the IB diploma or the certificates in separate subjects. The IB diploma is open to all Rockingham County students seeking a challenging and rigorous educational experience with a unique international cross-curriculum focus and exceptionally high standards for achievement. Courses are offered on two levels: Higher Level (HL) and Standard Level (SL).

The IB program is comprehensive and designed to provide students with a balanced education. It includes all the main disciplines: languages, social studies, experimental sciences, mathematics, and elective subjects. In addition to these areas, the diploma candidate must complete an extended essay (4000 words) in a subject area that he/she has studied. He/she must also complete Theory of Knowledge I and II and fulfill requirements (150 hours) in the areas of creativity, action and service (CAS).

All courses include internal assessments and a final test. Students will earn college credit based on IB test performance. Students must pay all fees involved.

For additional information or questions, please contact the IB Coordinator at Reidsville High School.

<b>INTERNATIONAL BACCALAUREATE</b>		
<b>Theory of Knowledge RHS</b>	<b>Credit: 1 Grade: 11 Weight: AP/IB Prerequisite: IB students only</b>	<b>Theory of Knowledge is an integral part of the IB philosophy and is required for every IB Diploma candidate. The course challenges students to reflect on the nature of knowledge and its relationship to their experiences in and out of the classroom. Part I examines the role of language and thought in knowledge, the requirements of logical rigor for knowledge, and the systems of knowledge.</b>
<b>History of the Americas HL RHS</b>	<b>Credit: 1.0 each Grade: 11 Weight: AP/IB Prerequisite: 11th grade standing, Civics and Economics, and one World course (World History recommended)</b>	<b>This study is a unique approach to American history that includes key comparison with other countries in our hemisphere. Students will come to appreciate their own cultural heritage in the broad context of the experiences of the peoples of the region. Students are introduced to history as a discipline and to the historian's methods. This course of study obliges students to go beyond simple narrative; it requires comparison analysis. This course fulfills requirements for North Carolina's U.S. History.</b>
<b>IB Twentieth Century World Topics HL RHS</b>	<b>Credit: 1.0 each Grade: 12 Weight: AP/IB Prerequisite: U.S. History or History of the Americas</b>	<b>This is a second level continuation of the IB requirement in the Individuals and Societies. It focuses on Europe and three major 20th century topics: the causes, practices and effects of war; the rise of single part states; and Cold War relations between the U.S. and Soviet Union.</b>
<b>IB Mathematics SL RHS</b>	<b>Credit: 1 Grade: 11 Weight: AP/IB Prerequisite: Math II (Honors recommended)</b>	<b>This IB Math option is primarily designed for students who are interested in math-related careers such as engineering, medicine, or science. Topics include linear equations and inequalities, quadratic functions, polynomial functions, exponential and logarithmic functions, trigonometric functions, sequences and series, and probability and statistics.</b>
<b>IB Language A (English) Literature HL RHS</b>	<b>Credit: 1.0 Grade: 11 &amp; 12 Weight: AP/IB Prerequisite: English II Honors</b>	<b>This course is broken into two parts of an in depth literary analysis training course, spread over two-years. Complete two-year focus includes emphasis on all forms and genres of literature (novel, short story, play, essay, poetry, etc.) as material for study with a partial concentration on American and British literature in the first year. In addition to written assignments, student must engage in extensive oral commentaries along with at least one extensive analysis (700-1000 words) based on works studied. This course fulfills requirements of NC English III and IV.</b>
<b>IB Biology HL RHS</b>	<b>Credit: 1 Grades: 12 Weight: AP/IB Prerequisite: Biology II and Chemistry (Honors recommended)</b>	<b>This course builds on the foundation of Biology by investigating the natural world. Students study organisms and communities both in the lab and in the natural environment that include biotic and abiotic factors, as well as physiological and behavioral adaptations.</b>
<b>IB Language B: Spanish SL RHS</b>	<b>Credit: 1 Grade: 12 Weight: AP/IB Prerequisite: Spanish IV</b>	<b>Students will develop the ability to communicate orally, through written, and in response to spoken language. Three major themes will be explored: Exploring change (social, political, technological), exploring groups (family, community, racial), and exploring leisure (arts, film, media). Successful completion prepares the students the SL Spanish B examination. This course also fulfills the requirements for AP Spanish.</b>

<b>IB Chemistry SL RHS</b>	<b>Credit: 1</b> <b>Grades: 11-12</b> <b>Weight: AP/IB</b> <b>Prerequisite: Biology and Chemistry (Honors recommended), Physics</b>	<p>This course provides serious science minded students with opportunities for scientific study, development of experimental and investigative scientific skills, and understanding of the scientific method. Topics covered include scientific writing dealing with chemistry and its global effect, studies of reactions including organic, inorganic and acid/base, and kinetics and bonding. Completing this course prepares a student for the SL Chemistry exam. This is an area #6 elective.</p>
<b>IB Visual Arts SL RHS</b>	<b>Credit: 1</b> <b>Grades: 11-12</b> <b>Weight: AP/IB</b> <b>Prerequisite: Art Beginning</b>	<p>Designed as an Area #6 SL elective, Art and Design II is based on an expansion of the material introduced in non-IB Art and Design I. Studio work represents the major part of the course of study, complemented by a research notebook. Successful completion of the course prepares the student to test in Art and Design SL (portfolio presentation exam). This course fulfills the requirements for N.C. Honors Studio Art A.</p>
<b>IB Theatre Arts SL RHS</b>	<b>Credit: 1</b> <b>Grades: 11-12</b> <b>Weight: AP/IB</b> <b>Prerequisite: Theatre Arts Beginning and Intermediate</b>	<p>Designed as an Area #6 SL elective, Theatre Arts III builds upon the material introduced and developed in non-IB Theatre Arts I &amp; II. Course of study consists of advanced, more individualized work in a seminar style with in-dept research, analysis, application, and production emphases. Specific technical preparation in script writing and editing, improvisation, acting, design and production, and directing will be explored through research, comparison and contrast analysis, and critique. Successful completion prepares the student for the SL Theatre Arts exam. This course fulfills the N.C. Honors Theatre Arts A.</p>
<b>IB Information Tech in a Global Society RHS</b>	<b>Credit: 1</b> <b>Grades: 11-12</b> <b>Weight: AP/IB</b> <b>Prerequisite: ITGS is an Area #6 elective for students with an interest in exploring the impact of information technology.</b>	<p>Information Technology in a Global Society is the study of and evaluation of the impact of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the use of digitized information at the local and global levels. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts. Projects and a portfolio, along with successful completion of the ITGS test, are required.</p>
<b>IB Psychology SL RHS</b>	<b>Credit: 1</b> <b>Grades: 11-12</b> <b>Weight: AP/IB</b> <b>Prerequisite: Psychology is an Area #6 elective for students with an interest in exploring human relationships and psychological development.</b>	<p>Students will study biological, cognitive, and sociocultural levels of analysis. Studies will also include abnormal, developmental, health and human relationships and sport psychology.</p>
<b>IB Music RHS</b>	<b>Credit: 2</b> <b>Grades: 11-12</b> <b>Weight: AP/IB</b> <b>Prerequisite: AP Music Theory</b>	<p>Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment.</p>
<b>IB Sports, Exercise &amp; Health Science RHS</b>	<b>Credit: 2</b> <b>Grades: 11-12</b> <b>Weight: AP/IB</b> <b>Prerequisite: IB Students only</b>	<p>This new, SL only course lies within Group 4 Experimental sciences. Group 4 students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method. SEHS students participate in a compulsory group 4 project. This collaborative and interdisciplinary exercise provides an opportunity for students to explore scientific solutions to global questions.</p>
<b>IB Business and Management RHS</b>	<b>Credit: 2</b> <b>Grades: 11-12</b> <b>Weight: AP/IB</b> <b>Prerequisite: IB Students only</b>	<p>The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.</p>