

# SCOTLAND HIGH SCHOOL

## Course Selection Guide 2015-2016



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**For Ninth Graders Entering 2015-16 and Later**  
**\*Please use the chart below as a guide.**

Content Area	Required Courses
English (4 Credits)	<input type="checkbox"/> English I <input type="checkbox"/> English II or English II Honors <input type="checkbox"/> English III or English III Honors <input type="checkbox"/> English IV or English IV Honors
Mathematics (4 Credits) (If taken Algebra 1 in the 8 <sup>th</sup> grade, students will still need (4) additional math for graduation requirements)	<input type="checkbox"/> Algebra 1 (8 <sup>th</sup> grade) <input type="checkbox"/> Math I <input type="checkbox"/> Math II or Math II Honors <input type="checkbox"/> Math III or Math III Honors <input type="checkbox"/> Advanced Math * <input type="checkbox"/> Advanced Math *
Science (3 Credits)	<input type="checkbox"/> Earth and Environmental Science or EES Honor <input type="checkbox"/> Biology or Biology Honors <input type="checkbox"/> Physical Science <input type="checkbox"/> Chemistry or Chemistry Honors <input type="checkbox"/> Physics Honors
Social Studies (4 Credits)	<input type="checkbox"/> World History or World History Honors or AP World History <input type="checkbox"/> Civics and Economics or Honors or AP US Government and Politics <input type="checkbox"/> American History I or America History I Honors <input type="checkbox"/> American History II or American History II Honors <input type="checkbox"/> AP US History/Turning points in American History Honors (Two Credits)
Second Language	Not required for graduation, but required for admission to the UNC System. <input type="checkbox"/> Foreign Language (I) <input type="checkbox"/> Foreign Language (II)
Health and Physical Education	<input type="checkbox"/> Health/PE <input type="checkbox"/> Strength and Health or Strength and Health Honors
Electives	(2) Elective credits of any combination from either Career and Technical Education (CTE) or Arts Education <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit  (4) Elective Credits (Four Course Concentration) strongly recommended from one of the following: - Career and Technical Education (CTE) - JROTC - Fine Arts - Advanced Placement Courses <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit  Additional Electives:  <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit <input type="checkbox"/> (1) Credit

# ENGLISH

## ENGLISH I

This academic course is designed for the student who aspires to post-secondary college or vocational experience. A survey of literary types, this course focuses on reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

## ENGLISH I-HONORS

This honors course is designed to challenge students. It concentrates on developing reading, writing, and critical thinking skills through an intensive survey of literary types and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

## ENGLISH II

Recommended Prerequisite: English I

This academic world literature course is designed for the student who aspires to post-secondary college or vocational experience. This class focuses on reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

## ENGLISH II -HONORS

Recommended Prerequisite: English I Honors

This honors course is designed to challenge students. This course concentrates on developing reading, writing, and critical thinking skills through an intensive study of a variety of selected world literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

## ENGLISH III

Recommended Prerequisite: English II

This academic American literature course is designed for the student who aspires to post-secondary college or vocational experience. The course addresses reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

## ENGLISH III-HONORS

Recommended Prerequisite: English II Honors

This honors course is designed to challenge students. This course concentrates on developing reading, writing, and critical thinking skills through an intensive study of selected American literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

## **ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION**

Recommended Prerequisite: English II Honors

This college-level course provides an analytical and historical study of American literature and language in a comprehensive program of reading, writing, and critical thinking. As preparation to take the Advanced Placement Test in Language and Composition, students read, discuss, analyze, and write about challenging works of recognized literary merit to develop honest, concise, and effective use of language and the ability to organize ideas in a clear, coherent, and persuasive way. Independent literary analysis and a total mastery of writing skills are goals of the course. Because this course meets the needs of academically gifted or highly motivated advanced students who hope to bypass introductory courses in composition and literature when they enter college, students in an AP course should expect assignments and instruction paced at the college level. Students enrolled in this course are expected to take The College Board Advanced Placement Test.

## **ENGLISH IV**

Recommended Prerequisite: English III

This academic British literature course is designed for the student who aspires to post-secondary college or vocational experience. The course addresses reading, writing, speaking and listening, and language. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

## **ENGLISH IV-HONORS**

Recommended Prerequisite: English III or English III Honors

This honors course is designed to challenge students. This course concentrates on developing reading, writing, and critical thinking skills through an intensive study of selected British literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed.

## **ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION**

Recommended Prerequisite: English III Honors or AP English Language and Comp.

This college-level course provides an analytical and historical study of British and world literature in a comprehensive program of reading, writing, and critical thinking. As preparation to take the Advanced Placement Test in Literature and Composition, students read, discuss, analyze, and write about challenging works of recognized literary merit to develop honest, concise, and effective use of language and the ability to organize ideas in a clear, coherent, and persuasive way. Independent literary analysis and a total mastery of writing skills are goals of the course. Because this course meets the needs of academically gifted or highly motivated advanced students who hope to bypass introductory courses in composition and literature when they enter college, students in an AP course should expect assignments and instruction paced at the college level. Students enrolled in this course are expected to take The College Board Advanced Placement Test.

# MATH

## **OCCUPATIONAL INTRODUCTION TO MATHEMATICS**

Course Description: Students will develop math skills in preparation for enrollment in Algebra I. Students will apply mathematical operations with rational numbers to solve problems, apply ratios, proportions and percent to solve problems, understand rational numbers, apply time and measurement skills to solve problems, understand patterns and relationships, and understand data in terms of graphical displays, measures of center and range. This course is for students who have an Individual Education Plan (IEP).

## **FOUNDATIONS OF COMMON CORE MATH I STANDARDS (ELECTIVE CREDIT)**

Foundations of Algebra provides learners with an opportunity to review and study foundational topics for higher-level mathematics. Topics include: working with different forms of numbers (rates, ratios, fractions, percents); exponents and exponential notation; solving percent problems using proportions; integers; square roots; simplifying numerical and algebraic expressions; solving one-variable equations; linear relationships; and statistics. Students will solve relevant and authentic problems using manipulatives and appropriate technology.

## **MATH I**

Course Description: The concepts in this course lay the foundation for more advanced courses. Math 1 standards are developed in conceptual categories that portray a coherent view of high school mathematics that cross a number of course boundaries. These conceptual categories include: Number and Quantity, Algebra, Functions, Modeling, Geometry, Statistics and Probability

## **MATH II**

Prerequisite: Math I

Course Description: The high school standards in Math II specify the mathematics that all students should study in order to be college and career ready. The high school Math II standards are listed in conceptual categories: Number and Quantity, Algebra, Functions, Modeling, Geometry, Statistics and Probability

## **MATH II - HONORS**

Prerequisite: Math I

Course Description: The high school standards in Math II specify the mathematics that all students should study in order to be college and career ready. The high school Math II standards are listed in conceptual categories: Number and Quantity, Algebra, Functions, Modeling, Geometry, Statistics and Probability

## **MATH III**

Prerequisite: Math II

Course Description: The high school standards in Math III specify the mathematics that all students should study in order to be college and career ready. The high school Math III standards are listed in conceptual categories: Number and Quantity, Algebra, Functions, Modeling, Geometry, Statistics and Probability

## **MATH III - HONORS**

Prerequisite: Math II

Course Description: The high school standards in Math III specify the mathematics that all students should study in order to be college and career ready. The high school Math III standards are listed in conceptual categories: Number and Quantity, Algebra, Functions, Modeling, Geometry, Statistics and Probability

## **ADVANCED FUNCTIONS AND MODELING**

Prerequisite: Common Core Math III or Common Core Math III-Honors

This course meets the fourth math requirement with Common Core III as a prerequisite for both high school graduation and UNC system entrance requirements. Course Description: This course provides students an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy, and scientific investigations are just a few of the areas from which applications originate. Appropriate technology, from manipulatives to calculators and application software, are used regularly for instruction and assessment.

## **PRECALCULUS**

Recommended prerequisite(s): Honors Math III

Precalculus curriculum includes a complete study of trigonometry, as well as advanced algebra topics, analytic geometry, series and sequence, data analysis, vectors, and limits. Applications and modeling are included throughout the course of study. Appropriate technology, from manipulatives to calculators and application software, is used for instruction and assessment. Students must have extensive knowledge of the graphics calculator. A student cannot receive math graduation credit for Precalculus and Advanced Functions and Modeling; one must count as an elective

## **ADVANCED PLACEMENT CALCULUS:AB**

Recommended prerequisite(s): Precalculus

The AP Calculus curriculum includes limits, continuity, derivatives with applications, and elementary integration with applications. This is a college-level course. Use of computers and graphing calculators play an important role in this course. For each session of classroom instruction the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation. It is expected that students enrolled in this course will take the College Board Advanced Placement Exam.

## **ADVANCED PLACEMENT CALCULUS: BC**

Recommended prerequisite(s): AP Calculus AB

The BC level of AP Calculus revisits some topics introduced in the AB course. Topics include differentials, integrals, infinite series, and differential equations. In addition, the curriculum for this course includes convergence and divergence of sequences and series, parametric representation of curves, polar curves, and additional integration techniques. This is a college-level course. Use of computers and graphing calculators play an important role in this course. For each session of classroom instruction, the student is expected to spend, as a minimum, an equal amount of time outside the classroom for review, written assignments, and preparation. It is expected that students enrolled in this course will take the College Board Advanced Placement Exam.

# **SCIENCE**

## **BIOLOGY**

Recommended prerequisite(s): none

This course is designed to develop student understanding of biological concepts and principles and promote an understanding of plant and animal processes from the cellular to the multicellular level. Laboratory work is an important part of each phase of the course. The final exam is the North Carolina Biology End-of-Course Test

## **BIOLOGY-HONORS**

Recommended prerequisite(s): none

Content and principles for biology are taught but in greater depth and magnitude. Students do extensive research, independent study, and laboratory investigations. This course is designed for students who have shown superior achievement and high interest in previous science courses. The final exam is the North Carolina Biology End-of-Course Test.

## **ADVANCED PLACEMENT BIOLOGY**

Recommended prerequisite(s): Biology, Chemistry and Math III

Advanced Placement Biology is equivalent to a two-semester college biology course that includes eight major themes: science as a process, evolution, energy transfer, continuity and change, relationship of structure to function, regulation, interdependence in nature, and science, technology, and society. At the completion of this course, students will be required to take the Advanced Placement Exam.

## **ANATOMY AND PHYSIOLOGY**

Recommended prerequisite(s): Biology

This course provides the student with a general study of the structure of the human body and a detailed study of the functions of the body systems. Laboratory work includes anatomical studies of mammals such as fetal pigs and cats.

## **CHEMISTRY**

Recommended prerequisite(s): Math I

Chemistry is the study of the composition and properties of matter. It provides an introduction to the theories concerning the structure of matter and includes mathematical problems that illustrate these theories. Laboratory experiences and demonstrations are integral parts of this course.

## **CHEMISTRY-HONORS**

Recommended prerequisite(s): Math I

The concepts and principles of chemistry are presented in greater depth and at a more rapid pace than in Academic Chemistry. Students perform extensive research, independent study, and laboratory work. Theoretical and mathematical relationships in chemistry are studied.

## **ADVANCED PLACEMENT CHEMISTRY**

Recommended prerequisite(s): Math I and Chemistry/Honors Chemistry

Students study the basic principles and concepts covered in an introductory "General Chemistry" college-level course. Topics include chemical composition, stoichiometry, atomic structure, bonding, molecular structure, chemical reactions, states of matter, and solutions. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

## **EARTH AND ENVIRONMENTAL SCIENCE**

Recommended prerequisite(s): none

Students are provided an in-depth study of the earth processes including plate tectonics, rock and mineral formation, and landforms. Laboratory work is a major component of the program. Environmental Science provides an opportunity for students to study man's interaction with the environment. Topics include pollution, conservation of natural resources, environmental management and planning, and society's impact on the environment. The student is also provided with an opportunity to study the mutual relationships between living organisms and physical factors in their environments. Topics include but are not limited to: biotic and abiotic factors, energy relationships, biogeologic cycles, population dynamics, ecosystems, and biogeography. Laboratory activities are an integral part of this course.

## **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

Recommended prerequisites: Successful completion of two years of high school laboratory science.

The AP Environmental Science course is designed to be the equivalent of an introductory college course in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. It is expected that students enrolled in this course will take the College Board Advanced Placement Test

## **PHYSICAL SCIENCE**

Recommended prerequisite(s): none

This course is designed as an entry-level course. The concepts of physics and chemistry are taught using both laboratory approaches and inquiry teaching. Students use their mathematical skills in the applications of science. Science projects and other independent student research provide students with a better understanding of the processes of science.

## **PHYSICS**

Recommended prerequisite(s): Math I

Students develop a general understanding of the mathematical and motion-oriented study of matter and energy. Mechanics, heat, light, electricity, magnetism, gravity, and nuclear energy are the major topics of study. Students who wish to study these topics in detail should take Honors Physics.

## **ADVANCED PLACEMENT PHYSICS**

Recommended prerequisite(s): Advanced Math, Chemistry, and Physics

Students study the basic principles and concepts covered in an introductory “General Physics” college-level course. Topics include mechanics, heat, sound, electricity, light, and quantum theory. Independent research and in-depth laboratory experiences are integral parts of the program. It is expected that students enrolled in this course will take the College Board Advanced Placement Test.

# **SOCIAL STUDIES**

## **WORLD HISTORY**

Recommended prerequisite(s): none

This course will address six periods in the study of world history, with a key focus of study from the mid 15th century to the present. Students will study major turning points that shaped the modern world. The desired outcome of this course is that students develop understandings of the current world issues and relate them to their historical, political, economic, geographical, and cultural contexts. Students will broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, and technology.

## **WORLD HISTORY-HONORS**

Recommended prerequisite(s): none

This honors course is designed to challenge students. This course will address six periods in the study of world history, with a key focus of study from the mid 15th century to the present. Students will study major turning points that shaped the modern world. The desired outcome of this course is that students develop understandings of the current world issues and relate them to their historical, political, economic, geographical, and cultural contexts. Students will broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, and technology.

## **AMERICAN HISTORY I: THE FOUNDING PRINCIPLES**

Recommended prerequisite(s): none

In this course students will examine the historical and intellectual origins of the US from the European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution, as well as the consequences of the Revolution, including the writing and key ideas of the US Constitution. This course will guide students as they study the establishment of political parties, America’s westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

## **AMERICAN HISTORY I: THE FOUNDING PRINCIPLES-HONORS**

Recommended prerequisite(s): none

This course is designed to challenge students. In this course students will examine the historical and intellectual origins of the US from the European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution, as well as the consequences of the Revolution, including the writing and key ideas of the US Constitution. This course will guide students as they study the establishment of political parties, America’s westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

## **AMERICAN HISTORY II**

Recommended prerequisite(s): American History I: The Founding Principles/American History I Honors

In this course students will examine the political, economic, social, and cultural development of the US from the end of the Reconstruction era to the present times. Students will explore the change in the ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the role of the US as a major world power. An emphasis will be placed on the expanding role of the federal government and the federal courts, as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause –and –effect relationship between past and present events, recognize patterns of the interactions, and understand the impact of events on the US in an interconnected world.

## **AMERICAN HISTORY II-HONORS**

Recommended prerequisite(s): American History I: The Founding Principles/American History I Honors

This honors course is designed to challenge students. In this course students will examine the political, economic, social, and cultural development of the US from the end of the Reconstruction era to the present times. Students will explore the change in the ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the role of the US as a major world power. An emphasis will be placed on the expanding role of the federal government and the federal courts, as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause –and –effect relationship between past and present events, recognize patterns of the interactions, and understand the impact of events on the US in an interconnected world.

## **TURNING POINTS IN AMERICAN HISTORY-HONORS**

Recommended prerequisite(s): Teacher recommendation required

This course will emphasize, in greater depth, 10-15 key turning points in American History. These turning points are “hinge” events in our nation’s history, caused by, and subsequently contributing to major social, cultural, political and/or economic events.

## **CIVICS AND ECONOMICS**

Recommended prerequisite(s): none

This course provides students with a framework for understanding the basic tenets of American democracy, practices of American government as established by the US Constitution, basic concepts of American politics and citizenship, and concepts in micro- and macroeconomics and personal finance. The goal of this course is to help to prepare students to become responsible and effective citizens in the interdependent world.

## **CIVICS AND ECONOMICS-HONORS**

Recommended prerequisite(s): none

This honors course is designed to challenge students. This course provides students with a framework for understanding the basic tenets of American democracy, practices of American government as established by the US Constitution, basic concepts of American politics and citizenship, and concepts in micro- and macroeconomics and personal finance. The goal of this course is to help to prepare students to become responsible and effective citizens in the interdependent world.

## **AP WORLD HISTORY**

Recommended prerequisite(s): none

AP World History focuses on developing students’ abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

## **AP UNITED STATES HISTORY**

Recommended prerequisite(s): Turning points in American History Honors or American History I or American History II

This course traces United States history from Pre-Columbian times to the present with an emphasis on the social, cultural, economic, and political forces shaping the American scene. This course is a college-level course which prepares students for college credit and placement. Students are expected to take the AP exam.

## **AP US GOVERNMENT AND POLITICS**

Recommended prerequisite(s): Teacher recommendation

Students will analyze US government and politics. Students study theoretical perspectives and explanations for various behaviors and outcomes. Topics to be covered include constitutional underpinnings of US Government; political beliefs and behaviors; institutions of national government; public policy; civil rights and civil liberties; and political parties, interest groups, and mass media. Outside reading, projects, and writing are required. Students are expected to take the AP exam.

# **Foreign Language**

## **AMERICAN SIGN LANGUAGE I**

Recommended prerequisite(s): none

This course provides students with the most basic functions of signed communications and aspects of the deaf culture. The emphasis is placed on the development of learning to fingerspell, to use signed communications from vocabulary development of specific words up through the sentence level (500 words) considering the grammatical and syntactical differences in spoken English and American Sign Language. Students will also describe categories of hearing loss and other cultural implications of deafness. Students will be evaluated on accuracy both expressively and receptively of signed words.

## **AMERICAN SIGN LANGUAGE II**

Recommended prerequisite(s): American Sign Language I

This course provides students with the opportunity to continue the development of their signing skills. Students will develop a larger vocabulary (1200+ words) and greater facility with American Sign Language through the paragraph level. Students will participate in simple conversational situations. Students will be able to satisfy basic survival needs and interact on issues of everyday life both receptively and expressively. Students will be evaluated on fluency, speed, and accuracy.

## **German I**

Recommended prerequisite(s): none

This course provides the most basic functions of the language and elements of the culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions).

## **German II**

Recommended prerequisite(s): German I

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in simple conversational situations. They are able to satisfy basic survival needs and interact on issues of everyday life. They compose related sentences, which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas and concepts.

## **German III Honors**

Recommended prerequisite(s): German II

This course provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create texts with the language and as they access short literary texts, authentic materials, and media on generally familiar topics. Students satisfy limited communication and social interaction demands as well as initiate and maintain face-to-face communication. They identify main idea(s) and significant details in discussions, presentations, and written texts within a cultural context; read and interpret authentic materials; narrate and describe in sentences, groups of related sentences, and short cohesive passages in present, past, and future time; and compose messages, announcements, personal notes, and advertisements.

## **German IV Honors**

Recommended prerequisite(s): German III Honors

This course is to enable students to communicate in writing and in extended conversation on a variety of topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics in a variety of time. They satisfy routine social demands and meet most social requirements. Another emphasis of this course is on culture and literature. Emphasis is placed on independent reading. Finer points of grammar are studied to aid oral and written communication.

## **Spanish I**

Recommended prerequisite(s): None

This course provides the most basic functions of the language and elements of the culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing with the given context extending outside the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions).

## **Spanish II**

Recommended prerequisite(s): Spanish I

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in simple conversational situations. They are able to satisfy basic survival needs and interact on issues of everyday life. They compose related sentences, which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas and concepts.

## **Spanish III Honors**

Recommended prerequisite(s): Spanish II

This course provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create texts with the language and as they access short literary texts, authentic materials, and media on generally familiar topics. Students satisfy limited communication and social interaction demands as well as initiate and maintain face-to-face communication. They identify main idea(s) and significant details in discussions, presentations, and written texts within a cultural context; read and interpret authentic materials; narrate and describe in sentences, groups of related sentences, and short cohesive passages in present, past, and future time; and compose messages, announcements, personal notes, and advertisements; they use both subjunctive and conditional tenses in addition to previously learned materials

## **Spanish IV Honors**

Recommended prerequisite(s): Spanish III Honors

This course is to enable students to communicate in writing and in extended conversation on a variety of topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics in a variety of time. They satisfy routine social demands and meet most social requirements. Another emphasis of this course is on culture and literature. Emphasis is placed on independent reading. Finer points of grammar are studied to aid oral and written communication.

# **JOURNALISM/PUBLICATIONS**

## **Journalism/Publications I**

Recommended prerequisite(s): None

This writing-intensive course focuses on three units of beginning journalism: journalism history, beginning newspaper writing, and yearbook layout and productions. Students will spend the first unit investigating the history of mass media devices including newspapers, magazines, the radio and television before learning basic news writing skills and techniques to produce news articles.

## **Journalism/Publications II**

Recommended prerequisite(s): Journalism/Publications I; an application is required for registration

This writing-intensive course allows students to produce original works for the school newspaper, *The Bagpiper*, and the school yearbook, *The Scotsman*. Students also produce other publication materials including an original magazine and school-related posters and advertisements.

## **Journalism/Publications III**

Recommended prerequisite(s): Teacher approval through an application process. Applications can be obtained from your Futures for Kids (F4K) portfolio homepage.

This course provides students with leadership roles with *The Bagpiper* and *The Scotsman*. Students will be tasked with editing experience, as well as producing original copy and photography. Students will master newspaper and yearbook writing and layout.

## **Yearbook/Journalism IV**

Recommended prerequisite(s): Journalism/Publications III; Teacher approval through an application process. Applications can be obtained from your Futures for Kids (F4K) portfolio homepage.

This course provides students with leadership roles with *The Bagpiper* and *The Scotsman*. Students will be tasked with editing experience, as well as producing original copy and photography. Students will master newspaper and yearbook writing and layout.

# **JROTC**

## **JROTC I**

Recommended prerequisite(s): none

This is an introductory course designed for 9th graders; however, it is available to any grade. Basic knowledge is presented as a foundation for the grade level to follow. Subjects include effective study techniques, leadership fundamentals, basic citizenship and ethical standards, goal setting, and self-discipline. Cadets learn to march,

participate in physical fitness, and organization using a portfolio. Special skills include introduction to competitive military drill, military color guard and rifle marksmanship.

## **JROTC II**

Recommended prerequisite(s): JROTC I

This second level of study includes leadership principles and traits, leadership styles, leadership motivation, problem solving, authority and responsibility, human behavior, public speaking, and physical fitness. Special team skills include competitive military drill, military color guard and rifle marksmanship.

## **JROTC III**

Recommended prerequisite(s): JROTC II Course Note: Teacher recommendation

This third level of study emphasizes leadership training and leadership application. The cadet is involved in leadership roles and situations. Cadets also concentrate on problem solving and decision making, fundamentals of command and management, counseling skills, and citizenship. Special skill areas are the same as LET II.

## **JROTC IV**

Recommended prerequisite(s): JROTC III Course Note: Teacher recommendation

The fourth level of study focus on cadets who are assigned to the battalion staff. They help organize, coordinate and plan activities for the entire high school JROTC Program. Students perform logistics, administrative services, training events and public affairs.

## **JROTC V**

Recommended prerequisite(s): JROTC IV Course Note: Teacher recommendation

This leadership, education, and training course offers additional leadership/management experiences. These are cadets who exhibit an outstanding attitude and display exemplary personal leadership qualities. Application of the skills attained during Levels I - IV are expanded. Cadets must also be prepared to perform Drill and Ceremony requirements and display a desire to further their education. Special skills are the same as LET II.

## **JROTC VI**

Recommended prerequisite(s): JROTC V Course Note: Teacher Recommendation

This leadership, education and training course provides for expansion and practical application of skills attained by the cadet in Levels I - V. Senior leadership opportunities are developed. Cadets must also be prepared to perform Drill and Ceremony requirements and display a desire to further their education.

# **Media Assistant**

## **MEDIA ASSISTANT (Sem. 1)**

Required prerequisites: none. Media Specialist approval through an application process. Applications can be obtained from your Futures for Kids (F4K) portfolio homepage.

Students will be introduced to the daily operations of the Media Center. Duties include media shelving, general clerical duties such as word processing and photocopying, research, assist with information delivery as well as maintaining an assigned section of the Halbert M. Jones Library. Media Assistances will also assist with class needs while they are in the computer labs. Other duties may be assigned throughout the semester as needed.

## **MEDIA ASSISTANT (Sem. 2)**

Required prerequisites: none. Media Specialist approval through an application process. Applications can be obtained from your Futures for Kids (F4K) portfolio homepage.

Students will be introduced to the daily operations of the Media Center. Duties include media shelving, general clerical duties such as word processing and photocopying, research, assist with information delivery as well as maintaining an assigned section of the Halbert M. Jones Library. Media Assistances will also assist with class needs while they are in the computer labs. Other duties may be assigned throughout the semester as needed.

## **Physical Education**

### **HEALTH AND PHYSICAL EDUCATION**

Recommended prerequisite(s): None

This course will focus on stress management, nutrition/weight management, substance abuse, personal fitness, healthful lifestyles, social wellness, and appreciation for diversity.

### **BASIC SPORTS MEDICINE**

Recommended prerequisite(s): Health and Physical Education

This class is designed to introduce students to the Athletic Trainer's role in the athletic world. Emphasis is on prevention and care of common sports injuries, the history of and how to become an athletic trainer, and the types of jobs that are available to athletic trainers.

### **ADVANCED SPORTS MEDICINE**

Recommended prerequisite(s): Basic Sports Medicine, Biology, or enrolled in Biology currently

A continuation of Basic Techniques of Athletic Training, this course is designed to prepare students for a possible career in athletic training. Emphasis is placed on specific athletic injuries and the assessment and rehabilitation.

### **BOYS STRENGTH AND CONDITIONING (FALL)**

Recommended prerequisite(s): Health and Physical Education, Lifetime Fitness and Conditioning, Team Sports and Conditioning, or Varsity Coach Approval

This course has been designed to help students improve the overall performance of their body and its natural abilities. This increased performance level will be achieved through various means. Each athlete will be trained in various types of lifts, training for both power and strength, as well as participate in speed development drills, plyometrics, and body weight calisthenics.

### **BOYS STRENGTH AND CONDITIONING (SPRING)**

Recommended prerequisite(s): Health and Physical Education, Lifetime Fitness and Conditioning, Team Sports and Conditioning, or Varsity Coach Approval

This course has been designed to help students to improve the overall performance of their body and its natural abilities. This increased performance level will be achieved through various means. Each athlete will be trained in various types of lifts, training for both power and strength, as well as participate in speed development drills, plyometrics, and body weight calisthenics.

### **GIRLS STRENGTH AND CONDITIONING (FALL)**

Recommended prerequisite(s): Health and Physical Education; Ninth graders need varsity coach approval.

This course has been designed to help students improve the overall performance of their body and its natural abilities. This increased performance level will be achieved through various means. Each athlete will be trained in various types of lifts, training for both power and strength, as well as participate in speed development drills, plyometrics, and body weight calisthenics.

## **GIRLS STRENGTH AND CONDITIONING (SPRING)**

Recommended prerequisite(s): Health and Physical Education; Ninth graders need varsity coach approval. This course has been designed to help students improve the overall performance of their body and its natural abilities. This increased performance level will be achieved through various means. Each athlete will be trained in various types of lifts, training for both power and strength, as well as participate in speed development drills, plyometrics, and body weight calisthenics.

## **LIFETIME FITNESS AND CONDITIONING**

Recommended prerequisite(s): Health and Physical Education

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will learn the basic fundamentals of strength training, aerobic fitness and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

COURSE NOTE: Scheduled for Spring or Fall.

## **TEAM SPORTS AND CONDITIONING**

Recommended prerequisite(s): Health and Physical Education

This course provides students with opportunities to acquire knowledge of strategies of team sports play, develop skills in selected team sports, and improve their personal fitness. The content includes knowledge and application of skills, techniques, rules, and safety practices necessary to participate in team sports.

COURSE NOTE: Scheduled for Spring or Fall.

# **ARTS**

Arts Education includes four separate and distinct disciplines: dance, music, theatre arts, and visual arts - each with its own body of knowledge and skills. Arts education benefits both student and society, because students of the arts disciplines gain powerful tools for:

- understanding human experiences, both past and present;
- teamwork and collaboration;
- making decisions creatively and solving problems, when no prescribed answers exist;
- adapting to and respecting others' diverse ways of thinking, working, and expressing themselves;
- understanding the influence of the arts and their power to create and reflect cultures;
- analyzing nonverbal communication, and making informed judgments about products and issues; and,
- communicating effectively.

The arts are core subjects in the Federal Elementary and Secondary Education Act, and the NC Basic Education Program, and, as such, are included as core subjects every student should learn as part of a balanced curriculum for all children in North Carolina. While not all students will become professional dancers, musicians, actors, or visual artists, all students will benefit from skills and processes that are developed through the arts and that can be applied in a variety of disciplines and settings.

## **BEGINNING BAND (Sem. 1)**

Recommended prerequisite(s): none

This course is the initial course in band at the high school level.

## **BEGINNING BAND (Sem.2)**

Recommended prerequisite(s): none

This course is the initial course in band at the high school level.

### **MARCHING BAND (Fall)**

Recommended prerequisite(s): 8th or 9th grade band

Marching Band is open to all band students by informal audition or invitation in the winter and spring of the previous academic year. Performances are required, but are not limited to football games, parades, competitions, and festivals.

### **INTERMEDIATE BAND II (Sem. 1)**

Recommended prerequisite(s): Band I

This course continues the band experience. Students will continue to study music and grow as musicians.

### **INTERMEDIATE BAND II (Sem. 2)**

Recommended prerequisite(s): Band I

This course continues the band experience. Students will continue to study music and grow as musicians.

### **BAND III (Sem. 1)**

Recommended prerequisite(s): Director Approval

This course continues the band experience and is geared for the advanced music students to achieve the highest level of musical performance and musicianship.

### **PROFICIENT BAND (Sem. 2)**

Recommended prerequisite(s): Director Approval

This course continues the band experience and is geared for the advanced music students to achieve the highest level of musical performance and musicianship.

### **VOCAL MUSIC I - CONCERT CHOIR (Sem. 1)**

Recommended prerequisite(s): none

The Concert Choir is the entry-level, non-auditioned choir at Scotland High School. This performance group emphasizes fundamental musical skills and professional choral demeanor during class and in public performance. Students will develop a basic understanding of choral singing, tone proper diction, traditional music styles, performance practices and skills, as well as a basic knowledge of history and theory. Students will study a variety of traditional choral literature. This class is open to any student taking chorus at the high school level for the first time. Public performances are required. This is a beginning performance class and is for Vocal Music I students only.

### **VOCAL MUSIC I - CONCERT CHOIR (Sem. 2)**

Recommended prerequisite(s): none

The Concert Choir is the entry-level, non-auditioned choir at Scotland High School. This performance group emphasizes fundamental musical skills and professional choral demeanor during class and in public performance. Students will develop a basic understanding of choral singing, tone proper diction, traditional music styles, performance practices and skills, as well as a basic knowledge of history and theory. Students will study a variety of traditional choral literature. This class is open to any student taking chorus at the high school level for the first time. Public performances are required. This is a beginning performance class and is for Vocal Music I students only.

### **VOCAL MUSIC II - SHOW CHOIR (Sem. 1)**

Recommended prerequisite: Teacher interview prior to enrollment and at least one semester of Vocal Music

The Scotland Show Choir is an intermediate level choir at Scotland High School. While continuing to build upon musical skills and professional choral demeanor, this group combines singing with movement, sometimes within the context of a specific story or idea. Emphasis is given in a wide variety of musical styles that include foreign languages as well as choreography/acting for the musical stage. Students will receive instruction in history, notation, composition, conducting, and solo performance. Students wishing to be a part of this choral group will need to have at least one semester of Vocal Music I, along with the recommendation of the director. Public performances are required.

## **VOCAL MUSIC II - SHOW CHOIR (Sem. 2)**

Recommended prerequisite(s): Teacher interview prior to enrollment and at least one semester of Vocal Music I  
The Scotland Show Choir is an intermediate level choir at Scotland High School. While continuing to build upon musical skills and professional choral demeanor, this group combines singing with movement, sometimes within the context of a specific story or idea. Emphasis is given in a wide variety of musical styles that include foreign languages as well as choreography/acting for the musical stage. Students will receive instruction in history, notation, composition, conducting, and solo performance. Students wishing to be a part of this choral group will need to have at least one semester of Vocal Music I, along with the recommendation of the director. Public performances are required.

## **VOCAL MUSIC III - SHOW CHOIR (Sem. 1)**

Recommended prerequisite(s): At least one semester of Vocal Music II

The Scotland Show Choir is an intermediate level choir at Scotland High School. While continuing to build upon musical skills and professional choral demeanor, this group combines singing with movement, sometimes within the context of a specific story or idea. Emphasis is given in a wide variety of musical styles that include foreign languages as well as choreography/acting for the musical stage. Students will receive instruction in history, notation, composition, conducting, and solo performance. Students wishing to be a part of this choral group will need to have at least one semester of Vocal Music II, along with the recommendation of the director. Public performances are required.

## **VOCAL MUSIC III - SHOW CHOIR (Sem. 2)**

Recommended prerequisite(s): At least one semester of Vocal Music II

The Scotland Show Choir is an intermediate level choir at Scotland High School. While continuing to build upon musical skills and professional choral demeanor, this group combines singing with movement, sometimes within the context of a specific story or idea. Emphasis is given in a wide variety of musical styles that include foreign languages as well as choreography/acting for the musical stage. Students will receive instruction in history, notation, composition, conducting, and solo performance. Students wishing to be a part of this choral group will need to have at least one semester of Vocal Music II, along with the recommendation of the director. Public performances are required.

## **VOCAL MUSIC IV (Sem. 1)**

Recommended prerequisite(s): Teacher audition and interview prior to enrollment and at least one semester of Vocal Music III

Scotland Singers is the advanced choral group at Scotland High School. The highest musical and vocal demands are placed upon this group of students. Students enrolling in this class will continue to build upon their knowledge and application of good choral tone, proper diction, traditional choral musical styles, performances practices and skills, music theory and history. Students will continue to bolster their abilities in sight singing, notation, composition, conducting, and solo performance. Special emphasis will be given to musical styles of other cultures throughout the world. Students will be given opportunity to participate in off-campus performances and competitive events. Students wishing to sing with the Scotland Singers must audition and have had at least two semesters of Vocal Music to qualify. Auditions for Scotland Singers are held during the Fall semester and by special request. Students who wish to audition for Scotland Singers must exhibit advanced singing and sight reading skills, as well as an ability to grasp technically advanced vocal music. Students accepted into Scotland Singers are encouraged to register for two semesters of Vocal Music due to the preparation for contest in the Spring semester. Public performances are required.

## **VOCAL MUSIC IV (Sem. 2)**

Recommended prerequisite(s): Teacher audition and interview prior to enrollment and at least one semester of Vocal Music III

Scotland Singers is the advanced choral group at Scotland High School. The highest musical and vocal demands are placed upon this group of students. Students enrolling in this class will continue to build upon their knowledge and application of good choral tone, proper diction, traditional choral musical styles, performances practices and skills, music theory and history. Students will continue to bolster their abilities in sight singing, notation, composition, conducting, and solo performance. Special emphasis will be given to musical styles of other cultures

throughout the world. Students will be given opportunity to participate in off-campus performances and competitive events. Students wishing to sing with the Scotland Singers must audition and have had at least two semesters of Vocal Music to qualify. Auditions for Scotland Singers are held during the Fall semester and by special request.

Students who wish to audition for Scotland Singers must exhibit advanced singing and sight reading skills, as well as an ability to grasp technically advanced vocal music. Students accepted into Scotland Singers are encouraged to register for two semesters of Vocal Music due to the preparation for contest in the Spring semester. Public performances are required.

## **BEGINNING THEATRE**

Recommended prerequisite(s): None

Beginning theatre is offered to students who have had no drama training and who want to learn theatrical skills. Students will study the basics of acting, improvisation, voice, and diction. They also survey basics of costumes, makeup, props, sets, lighting, and sound.

## **INTERMEDIATE THEATRE**

Recommended prerequisite(s): Beginning theatre

Students will continue the study of theater with greater emphasis, on the historical evolution and cultural contributions of Theatre, production styles, and performance. Students study basic components of production and apply them through performance.

COURSE NOTE: Required rehearsals and performances may be held outside the school day.

## **PROFICIENT THEATRE**

Recommended prerequisite(s): Intermediate theatre

This course is for students interested in acting. Students will practice using the voice, body, and mind to create characters in improvisations and scripted plays. Basic principles of production are studied and applied through performances in various theatrical applications.

COURSE NOTE: Production work required. Required rehearsals and performances may be held outside the school day.

## **ADVANCED THEATRE**

Recommended prerequisite(s): Proficient theatre

Students will do advanced work in acting, directing, and set design, and will continue the study of theatre with greater emphasis on the historical evolution and cultural contributions of theatre, production styles, and performance. Students study basic components of production, and apply them through performance.

COURSE NOTE: Production work required. Required rehearsals and performances may be held outside the school day.

## **BEGINNING ART**

Recommended prerequisite(s): none

This course is designed to give students a basic understanding and appreciation of art. Beginning Art is planned to meet the needs for beginning art. The course emphasizes skills development of the creative thought process. A variety of materials will be used.

## **INTERMEDIATE ART**

Recommended prerequisite(s): Beginning art

This studio course is planned so that students will learn additional techniques and creative thought processes as well as new applications for the skills and concepts learned in Beginning Art. The content of Intermediate Art will focus on the understanding and the use of various aspects of two and three-dimensional art and art history, and may include drawing, painting, sculpture, collage, printmaking and pottery.

## **PROFICIENT ART**

Recommended prerequisite(s): Intermediate art; teacher approval required

This studio course is an advanced level art. Students will take what they have learned in Beginning and Intermediate and begin to perfect their techniques and applications. Students will develop their own style and choices in this less teacher-directed situation.

## **ADVANCED ART**

Recommended prerequisite(s): Beginning art; teacher approval required

This course is designed for the serious art student who wishes to pursue a varied course of study in advanced art techniques while creating a portfolio. Students will develop an individual plan of study; produce visual artwork; analyze, interpret and evaluate works of art. There will be a major emphasis on the development of a portfolio, which will deal with well-developed themes.

# **OCCUPATIONAL COURSE OF STUDY**

## **OCCUPATIONAL PREPARATION I, II, III, IV**

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

## **OCS ENGLISH I, II, III, IV**

This curriculum exposes students to content that is closely aligned with that of English courses content. It focuses on the writing process to develop a product, the development of an understanding of appropriate presentation skills, the use of a variety of strategies to comprehend texts, the identification of examples of appropriate conventions in both written and spoken language, the analysis of cause and effect relationships, the understanding of literary elements, rhetorical techniques, and informational text, and the application of research tools and techniques to selected topics.

## **OCS MATH I**

This curriculum is directly aligned with that of the Algebra I course content. See the Math I course description.

## **OCS BIOLOGY**

This curriculum is directly aligned with that of the Biology course content. See Biology course description.

## **OCCUPATIONAL SOCIAL STUDIES I**

This course is designed to provide the student with the basic economic, government, and political knowledge they need to become responsible citizen 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 affect citizens. The course also covers state and local government roles and jurisdictions, and issues of personal citizenship.

## **OCCUPATIONAL SOCIAL STUDIES II**

This course is designed to teach the students concepts and skills related to self-advocacy and self-determined which are essential for achieving independence and successful adult outcomes. The course strands are presented in natural progression as follows: self-concept, communication and assertiveness, problem solving, and self-advocacy

# **Scotland High School Career and Technical Education**

## **CAREER CLUSTERS**

Every Career and Technical Education (CTE) class falls into one of career clusters. A career cluster is a group of jobs and industries that are related by skills or products. Within each cluster, there are cluster “pathways” that correspond to a collection of courses and training opportunities to prepare you for a given career.

## **Agriculture, Food, & Natural Resources Cluster**

### **AGRISCIENCE APPLICATIONS**

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.

**SKILLS:** 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.

**COURSE NOTE:** Recommended Maximum Enrollment: 25

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 9-10

### **FOODS I**

This course examines the nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management, food preparation and sustainability for a global society, and time and resource management.

**SKILLS:** 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.

**COURSE NOTE:** This course is recommended for students who will be in the Agriculture Science Pathway. Recommended Maximum Enrollment: 20 (or 4-5 per laboratory kitchen)

**CREDIT:** 1                      **TYPE:** Regular                      **GRADE:** 9-10

**OTHER REQUIREMENTS:** This course has reached the recommended maximum enrollment and has been closed for registration.

## **PERSONAL FINANCE**

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances.

**SKILLS:** English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** Recommended Maximum Enrollment: 25 Articulated Community College Course: BUS 125 Personal Finance

**CREDIT:** 1                      **TYPE:** Regular                      **GRADE:** 9-12

## **AGRICULTURAL MECHANICS I**

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.

**COURSE NOTE:** Recommended Maximum Enrollment: \*Course enrollment limited to 20 to ensure safety in laboratory settings.

**CREDIT:** 1                      **TYPE:** Regular                      **GRADE:** 10-11

## **HORTICULTURE I**

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.

**SKILLS:** 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. FFA competitive events, community service, and leadership

activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** Recommended Maximum Enrollment: 20  
Community College Articulated Course: HOR-150 Intro to Horticulture

**CREDIT:** 1                      **TYPE:** Regular                      **GRADE:** 10-11

## **AGRICULTURAL PRODUCTION I**

This course focuses on the basic scientific principles and processes related to the production of plants and animals for the food and fiber systems. Topics of instruction include basic understanding of the livestock/poultry industry and its various components, career opportunities, soil science, crop science/agronomy, weed science, basic agricultural machinery and related industry careers, environmental stewardship, and leadership/personal development.

**SKILLS:** 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. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** Recommended Maximum Enrollment: 20

**CREDIT:** 1                      **TYPE:** Regular                      **GRADE:** 10-12

## **AGRICULTURAL PRODUCTION II**

This course provides scientific knowledge and technical skills with heavy emphasis on topics including pesticide use and safety, herbicide use and safety, wildlife habitat concerns, irrigation, agricultural equipment technology and safety, global industry issues, career planning, and human resource development.

**SKILLS:** 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. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** Recommended Maximum Enrollment: 20

**CREDIT:** 1                      **TYPE:** Regular                      **GRADE:** 10-12  
**PREREQUISITE:** AU1120X0A - AGRICULTURAL PRODUCTION I

## **HORTICULTURE II**

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.

**SKILLS:** 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. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** Recommended Maximum Enrollment: 25

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 10-12

**PREREQUISITE:** Horticulture I

## **AGRICULTURAL MECHANICS II**

Agricultural Mechanics II is designed to provide students an in-depth study of agricultural mechanics. Students learn terminology, principles, and practices used in the agricultural mechanics industry. Agricultural Mechanics II is a shop/laboratory oriented course that emphasizes basic knowledge and application of shop safety rules and proper uses of tools and materials. Metal fabrication using oxy-fuel and arc welding, agricultural power including small engines and tractors and agricultural construction including wood structures, water systems and fences are learned. Skill and age-appropriate projects are constructed to give students opportunities to apply agricultural mechanics principles. Agricultural Mechanics II also includes agricultural leadership and employability skills.

**COURSE NOTE:** Recommended Maximum Enrollment: \*Course enrollment limited to 20 to ensure safety in laboratory settings.

**ARTICULATION:** NC Community College Course for WLD-112 Basic Welding Processes OR AGR-111 Basic Farm Maintenance

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 11-12

**PREREQUISITE:** AS312X0A - AGRICULTURAL MECHANICS I

## **CTE INTERNSHIP**

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

**COURSE NOTE:** Please download a copy of the application for Internship from the student course guide under the section Student Applications.

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 11-12

**PREREQUISITE:** Please download a copy of the application for Internship from the student course guide under the section "Student Applications" or visit [http://www.careercruising.com/individual/CP\\_CourseCalendar.aspx?SID=41336&CSID=2875](http://www.careercruising.com/individual/CP_CourseCalendar.aspx?SID=41336&CSID=2875)

## **CTE ADVANCED STUDIES (AFNR)-HONORS**

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. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** Two technical credits in the Agriculture, Food & Natural Resources Cluster including a Level II. CTE Coordinator and Instructor Approval.

**CREDIT:** 1                      **TYPE:** Honors                      **GRADE:** 12

**PREREQUISITE:** AU122X0A - AGRICULTURAL PRODUCTION II **or** AP422X0A - HORTICULTURE II

**OTHER REQUIREMENTS:** Must have teacher recommendation.

## **Architecture & Construction**

### **CORE AND SUSTAINABLE CONSTRUCTION**

This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, and basic employability skills, and Your Role in the Green Environment. The additional Green module has been added to provide students with instruction in the green environment, green construction practices, and green building rating systems. Also it will help students better understand their personal impacts on the environment and make them more aware of how to reduce their carbon footprint.

**SKILLS:** English Language Arts and Mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.

**CREDIT:** 1                      **TYPE:** Regular                      **GRADE:** 9-10

### **INTRODUCTION TO TRADES & INDUSTRIAL EDUCATION- ARCHITECTURE & CONSTRUCTION**

This course will introduce students to concepts needed for careers in Trade and Industry professions including Advanced Manufacturing careers. Skillsets specific to Trade and Industry careers will be provided to include key concepts from the systems used in manufacturing processes and will incorporate problem-solving, design, technical communication, modeling, testing, evaluation, and implications of technology. Activities associated with the major program areas of Trade and Industrial Education will provide practical applications to enhance student learning.

**SKILLS:** 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.

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 9-10

## **ELECTRICAL TRADES I**

This course covers basic electrical trades terminology and develops technical aspects of electrical trades with emphasis on development of introductory skills such as residential wiring, electrical installation, and service. Topics include basic electricity, electrical construction codes and practices, the National Electrical Code, the use of test equipment, and electrical hand and power tools.

**COURSE NOTE:** This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. Maximum Enrollment: 20

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 10-11

**PREREQUISITE:** IC002X0A - CORE AND SUSTAINABLE CONSTRUCTION

## **PLUMBING I**

This course covers basic plumbing terminology and develops technical aspects of plumbing trades with emphasis on development of introductory skills such as the plumbing profession, plumbing math, pipe fittings and service. Topics include safety, plumbing math, plastic pipe and fittings, drawings, fixture, and water distribution systems.

**SKILLS:** English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Plumbing I certification.

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 10-11

**PREREQUISITE:** IC002X0A - CORE AND SUSTAINABLE CONSTRUCTION

## **ELECTRICAL TRADES II**

This course is the second level of the National Center for Construction and Education Research. Topics include basic electricity, electrical construction codes and practices, the National Electrical Code, the use of test equipment, and electrical hand and power tools. To received the NCCER Certification, students must master all 8 modules in the following: 1.00 Understand Conductors and Cables; 2.00 Understand Construction Drawings; 3.00 Understand Residential Electric Services; 4.00 Apply Electrical Test Equipment Usage; 5.00 Understand Alternating Current (A/C) Theory; 6.00 Apply Grounding and Bonding Techniques; 7.00 Understand Motors: Theory and Application; 8.00 Apply Electric Lighting to Structures

**COURSE NOTE:** This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. Maximum Enrollment: 20

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 10-12

**PREREQUISITE:** IC412X0A - ELECTRICAL TRADES I or IC002X0A - CORE AND SUSTAINABLE CONSTRUCTION

## **PLUMBING II**

This course covers the second level of plumbing terminology and develops technical aspects of plumbing trades with emphasis on development of advanced skills such as the plumbing profession, plumbing math, pipe fittings and service. Topics include safety, plumbing math, plastic pipe and fittings, drawings, fixture, and water distribution systems.

**SKILLS:** English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Plumbing II certification.

**CREDIT:** 1                      **TYPE:** Regular  
**GRADE:** 10-12

**PREREQUISITE:** IL582X0A - PLUMBING I

## **BPR111 - BLUEPRINT READING**

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 prints and visualize the features of a part or system.

**COURSE NOTE:** THIS COURSE IS TAUGHT ON THE SCOTLAND HIGH SCHOOL CAMPUS

**PREREQUISITE(S):** DMA 010-020

**HOURS:** Lecture: 1 Lab/Shop: 2 Work Exp/Clinical: 0 Credits: 2

**PREREQUISITE(S):** ACCUPLACER ASSESSMENT - DMA 010-020 **HOURS:** Lecture: 1 Lab/Shop: 2 Work Exp/Clinical: 0

Credits: 2

**CREDIT:** 1                      **TYPE:** Career & College Promise Course                      **GRADE:** 11-12

**OTHER REQUIREMENTS:** Must Complete a Richmond Community College Application

**COREQUISITES:** If you take this course, you must also take IX522X0CCI - DFT110 - BASIC DRAFTING If you take this course, you must also take 0C012X0CCI - ACA 115 SUCCESS & STUDY SKILLS

## **CTE INTERNSHIP**

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and

allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

**COURSE NOTE:** Please download a copy of the application for Internship from the student course guide under the section "Student Applications" or visit [http://www.careercruising.com/individual/CP\\_CourseCalendar.aspx?SID=41336&CSID=2875](http://www.careercruising.com/individual/CP_CourseCalendar.aspx?SID=41336&CSID=2875)

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 11-12

**PREREQUISITE:** Please download a copy of the application for Internship from the student course guide under the section "Student Applications" or visit [http://www.careercruising.com/individual/CP\\_CourseCalendar.aspx?SID=41336&CSID=2875](http://www.careercruising.com/individual/CP_CourseCalendar.aspx?SID=41336&CSID=2875)

## **DFT110 - BASIC DRAFTING**

This course introduces basic drafting skills, terminology, and applications. Topics include basic mathematics; sketching; introduction to CAD, ANSI, and ISO drafting standards; and a survey of various drafting applications. Upon completion, students should be able to perform basic calculations for CAD drafting, sketch drawings using appropriate standards, and recognize drawings from different drafting fields.

**COURSE NOTE:** Richmond Community College Course. This course is taught on the Scotland High School campus.

**COURSE:** DFT 110 BASIC DRAFTING **HOURS:** Lecture: 1 Lab/Shop: 2 Work Exp/Clinical: 0 **Credits:** 2

**CREDIT:** 1

**TYPE:** Career & College Promise Course

**GRADE:** 11-12

**OTHER REQUIREMENTS:** Must Complete a Richmond Community College Application

**COREQUISITES:** If you take this course, you must also take IW592X0A - BPR111 - BLUEPRINT READING If you take this course, you must also take 0C012X0CCI - ACA 115 SUCCESS & STUDY SKILLS

## **DFT151 - COMPUTER AIDED DRAFTING I**

This course introduces CAD software as a drawing tool. Topics include drawing, editing, file management, and plotting. Upon completion, students should be able to produce and plot a CAD drawing.

**COURSE NOTE:** This course is taught on the Scotland High School campus.

**PREREQUISITE(S):** ACCUPLACER ASSESSMENT - DMA 010-030 or MAT 060, DRE 097 or RED 080

**HOURS:** Lecture: 2 Lab/Shop: 3 Work Exp/Clinical: 0 **Credits:** 3

**CREDIT:** 1

**TYPE:** Career & College Promise Course

**GRADE:** 11-12

**PREREQUISITE:** IW592X0A - BPR111 - BLUEPRINT READING or IX522X0CCI - DFT110 - BASIC DRAFTING

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application. Please see your school counselor.

**COREQUISITES:** If you take this course, you must also take IY832X0 - MEC 110 - INTRODUCTION TO CAD/CAM

## **ELC112-DCAC ELECTRICITY**

This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics.

**COURSE NOTE:** PREREQUISITE(S): DMA 010 HOURS: Lecture: 3 Lab/Shop: 6 Work Exp/Clinical: 0 Credits: 5

**CREDIT:** 1                      **TYPE:** Career & College Promise Course  
**GRADE:** 11-12

**PREREQUISITE:** IZ372X0C - WLD112 - BASIC WELDING PROCESSES or IZ372X0CCI - WLD141 - SYMBOLS AND SPECIFICATIONS

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application.

## **ELECTRICAL TRADES II**

This course builds on skills mastered in Electrical Trades I and provides an introduction to the National Electric Code, devices boxes, hand bending, raceways and fittings, conductors and cables, construction drawings, residential services, test equipment, alternating circuits, grounding and bonding.

**COURSE NOTE:** This course helps prepare students for National Center for Construction Education and Research (NCCER) certification.

**CREDIT:** 1                      **TYPE:** Regular    **GRADE:** 11-12

**PREREQUISITE:** IC412X0A - ELECTRICAL TRADES I

## **MEC 110 - INTRODUCTION TO CAD/CAM**

This course introduces CAD/CAM. Emphasis is placed on transferring part geometry from CAD to CAM for the development of a CNC-ready program. Upon completion, students should be able to use CAD/CAM software to produce a CNC program.

**COURSE NOTE:** This course is taught on the Scotland High School Campus.

Accuplacer Assessment PREREQUISITE(S): DMA 010-060 or MAT 070, DRE 097 COREQUISITE(S): DRE 098 or ENG 090 and RED 090

HOURS: Lecture: 1 Lab/Shop: 2 Work Exp/Clinical: 0 Credits: 2

**CREDIT:** 1                      **TYPE:** Career & College Promise Course    **GRADE:** 11-12

**PREREQUISITE:** IX522X0CCI - DFT110 - BASIC DRAFTING

**OTHER REQUIREMENTS:** Must complete a Richmond Community College application. Please see your school counselor.

**COREQUISITES:** If you take this course, you must also take IX602X0 - DFT151 - COMPUTER AIDED DRAFTING I

## **CTE ADVANCED STUDIES (Arch & Const.)-HONORS**

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. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** Two technical credits in the Architecture & Construction Cluster including a Level II. CTE Coordinator and Instructor Approval required.

**CREDIT:** 1                      **TYPE:** Honors                      **GRADE:** 12

**PREREQUISITE:** IW592X0A - BPR111 - BLUEPRINT READING **or** IC425X0A - ELECTRICAL TRADES II **or** IL592X0A - PLUMBING II **or** IX522X0CCI - DFT110 - BASIC DRAFTING

**OTHER REQUIREMENTS:** Teacher Recommendation Required

## **Arts, A/V, Communications & Technology Cluster**

### **DIGITAL MEDIA**

This course focuses on the digital aspects of designing and programming needed in the digital printing age. Knowledge needed in this area requires students to understand the basic concepts and procedures in each step of file preparation. Students learn about file-related issues and to demonstrate various skills in creating and exporting images and laying out a page in appropriate software. Presses are not required.

**SKILLS:** 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.

**COURSE NOTE:** Recommended Maximum Enrollment: 25  
Articulated Community College Course: DME-110 Intro to Digital Media

**CREDIT:** 1                      **TYPE:** Regular                      **GRADE:** 10-12

### **MULTIMEDIA AND WEBPAGE DESIGN**

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

experiences. The prerequisite course(s) for this course is Microsoft Word and Power Point.

**COURSE NOTE:** Recommended Maximum Enrollment: 25

Articulated Community College Course: WEB-110 Internet/Web Fundamentals, OR WEB-120 Intro Internet Multimedia

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 10-12

**PREREQUISITE:** BM102X0A - MICROSOFT WORD, POWERPOINT AND PUBLISHER

## **ADVANCED DIGITAL MEDIA**

This course provides students with industry knowledge and skills in the overall digital media design field. Areas covered in these two courses include graphics, animation, video, and web design. An emphasis is placed on the fundamental concepts of graphic design, various digital media technologies, non-linear editing, product development and design, and career development. Art,

**SKILLS:** English language arts, and mathematics 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

**COURSE NOTE:** Recommended Maximum Enrollment: 25

Articulated Community College: DME-115 Graphic Design Tools, OR DME-120 Intro to Multimedia Applications

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 11-12

**PREREQUISITE:** Digital Media

## **CTE INTERNSHIP**

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

**COURSE NOTE:** Please download a copy of the application for Internship from the student course guide under the section "Student Applications" or visit [http://www.careercruising.com/individual/CP\\_CourseCalendar.aspx?SID=41336&CSID=2875](http://www.careercruising.com/individual/CP_CourseCalendar.aspx?SID=41336&CSID=2875)

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 11-12

**PREREQUISITE:** Please download a copy of the application for Internship from the student course guide under the section "Student Applications" or visit [http://www.careercruising.com/individual/CP\\_CourseCalendar.aspx?SID=41336&CSID=2875](http://www.careercruising.com/individual/CP_CourseCalendar.aspx?SID=41336&CSID=2875)

## **CTE ADVANCED STUDIES (Arts, A/V, & Comm.)-HONORS**

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. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** Two technical credits in the Arts, A/V Technology & Communications Cluster

**CREDIT:** 1                      **TYPE:** Honors  
**GRADE:** 12

**PREREQUISITE:** IA322XOA - ADVANCED DIGITAL MEDIA

**OTHER REQUIREMENTS:** Teacher Recommendation Required

## **Business, Management, & Administration**

### **MICROSOFT WORD, POWERPOINT AND PUBLISHER**

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. In the last part, students will learn to use the basic features of the newest version of Publisher to create, customize, and publish a publication. English language arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. 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.

**COURSE NOTE:** Recommended Maximum Enrollment: 30

Articulated Community College Course: CIS-111 Basic PC Literacy, OR CIS-124 DTP Graphics Software, OR OST-136

Word Processing

Certification: Microsoft Office Specialist

**CREDIT:** 1                      **TYPE:** Regular                      **GRADE:** 9-12

### **PERSONAL FINANCE**

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances.

**SKILLS:** English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** Recommended Maximum Enrollment: 25  
Articulated Community College Course: BUS 125 Personal Finance

**CREDIT:** 1                      **TYPE:** Regular                      **GRADE:** 9-12

## **ENTREPRENEURSHIP (HONORS)**

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.

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

**COURSE NOTE:** Recommended Maximum Enrollment: 25  
Articulated Community College Course: ETR-210 Intro to Entrepreneurship

**CREDIT:** 1                      **TYPE:** Honors                      **GRADE:** 10-12

**PREREQUISITE:** BF052X0A - PERSONAL FINANCE **or** BF102X0A - PRINCIPLES OF BUSINESS AND FINANCE **or** MM512X0A - MARKETING **or** MM515X0H - MARKETING (HONORS)

## **MULTIMEDIA AND WEBPAGE DESIGN**

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

**COURSE NOTE:** Recommended Maximum Enrollment: 25  
Articulated Community College Course: WEB-110 Internet/Web Fundamentals, OR WEB-120 Intro Internet Multimedia

**CREDIT:** 1                      **TYPE:** Regular                      **GRADE:** 10-12

**PREREQUISITE:** BM102X0A - MICROSOFT WORD, POWERPOINT AND PUBLISHER

## **PRINCIPLES OF BUSINESS AND FINANCE**

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.

**SKILLS:** English language arts, social studies, and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** Recommended Maximum Enrollment: 30

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 10-12

## **ACC120 - PRINCIPLES OF FINANCIAL ACCOUNTING (ONLINE)**

In this course introduces business decision-making accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

**COURSE NOTE:** To be eligible for enrollment, a high school student must meet the following criteria: \* Be a high school junior or senior; \* Have a weighted GPA of 3.0 on high school courses; and \* Demonstrate college readiness on a single assessment or placement test. A student must demonstrate college readiness in English, Reading and Mathematics. **PREREQUISITE(S):** DMA 010-040 or MAT 070, DRE 098 or RED 090

**HOURS:** Lecture: 3 Lab/Shop: 2 Work Exp/Clinical: 0 Credits: 4

**CREDIT:** 1

**TYPE:** Honors

**GRADE:** 11-12

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application. Must have a weighted GPA of 3.0

Note: In accordance with the Comprehensive Articulation Agreement, this course has been approved to satisfy the pre-major/elective requirement in A.A. and A.S. degree programs.

**COREQUISITES:** If you take this course, you must also take 2C015X0 - MAT-143-QUANTATIVE LITERACY

## **BUS110 INTRO TO BUSINESS (ONLINE)**

This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate and understanding of business concepts as a foundation for studying other business subjects. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

**COURSE NOTE:** Note: In accordance with the Comprehensive Articulation Agreement, this course has been approved to satisfy the pre-major/elective requirement in A.A. and A.S. degree programs.

PREREQUISITE(S): DRE 097  
COREQUISITE(S): DRE 098 or RED 090  
HOURS: Lecture: 3 Lab/Shop: 0 Work Exp/Clinical: 0 Credits: 3

**CREDIT:** 1                      **TYPE:** Honors                      **GRADE:** 11-12

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application. Must have a weighted GPA of 3.0

## **BUSINESS LAW**

This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws.

**SKILLS:** Social studies and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, internship, and job shadowing. Apprenticeship and cooperative education are 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.

**COURSE NOTE:** Recommended Maximum Enrollment: 30  
Articulated Community College Course: BUS-115 Business Law I

**CREDIT:** 1                      **TYPE:** Regular                      **GRADE:** 11-12

**PREREQUISITE:** BF102X0A - PRINCIPLES OF BUSINESS AND FINANCE

## **CIS 115 INTRODUCTION TO PROGRAMMING AND LOGIC**

This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (Quantitative Option).

**COURSE NOTE:** Offered MWF on Scotland High Schools Campus in combination with CIS 110 Online. Students will earn two high schools and two college credits.

Must complete a Richmond Community College Application

PREREQUISITE(S): DMA 010-040 or MAT 070, DRE 097  
COREQUISITE(S): DRE 098 or RED 090  
HOURS: Lecture: 2 Lab/Shop: 3 Work Exp/Clinical: 0 Credits: 3

**CREDIT:** 1                      **TYPE:** Honors                      **GRADE:** 11-12

**OTHER REQUIREMENTS:** Note: In accordance with the Comprehensive Articulation Agreement, this course has been approved to satisfy the general education requirement for mathematics in A.A. and A.S. degree programs.

**COREQUISITES:** If you take this course, you must also take 85925X0A - CIS110 INTRODUCTION TO COMPUTERS (ONLINE)

## **CTE INTERNSHIP**

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

**COURSE NOTE:** Please download a copy of the application for Internship from the student course guide under the section "Student Applications" or visit [http://www.careercruising.com/individual/CP\\_CourseCalendar.aspx?SID=41336&CSID=2875](http://www.careercruising.com/individual/CP_CourseCalendar.aspx?SID=41336&CSID=2875)

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 11-12

**PREREQUISITE:** Please download a copy of the application for Internship from the student course guide under the section "Student Applications" or visit [http://www.careercruising.com/individual/CP\\_CourseCalendar.aspx?SID=41336&CSID=2875](http://www.careercruising.com/individual/CP_CourseCalendar.aspx?SID=41336&CSID=2875)

## **ENTREPRENEURSHIP I**

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.

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

**COURSE NOTE:** Recommended Maximum Enrollment: 25

Articulated Community College Course: ETR-210 Intro to Entrepreneurship

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 11-12

**PREREQUISITE:** Marketing, Principles of Business and Finance, OR Personal Finance

## **CTE ADVANCED STUDIES (Bus., Mgt, & Adm)-HONORS**

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. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** Two technical credits in the Business, Management, & Administration Cluster.

**CREDIT:** 1

**TYPE:** Honors

**GRADE:** 12

**PREREQUISITE:** BB302X0M - BUSINESS LAW

**OTHER REQUIREMENTS:** Teacher Recommendation Required

## **CAREER CLUSTERS**

Every Career and Technical Education (CTE) class falls into one of career clusters. A career cluster is a group of jobs and industries that are related by skills or products. Within each cluster, there are cluster “pathways” that correspond to a collection of courses and training opportunities to prepare you for a given career.

## **INTRODUCTION TO TRADES & INDUSTRIAL EDUCATION--STEM**

This course will introduce students to concepts needed for careers in Trade and Industry professions including Advanced Manufacturing careers. Skillsets specific to Trade and Industry careers will be provided to include key concepts from the systems used in manufacturing processes and will incorporate problem-solving, design, technical communication, modeling, testing, evaluation, and implications of technology. Activities associated with the major program areas of Trade and Industrial Education will provide practical applications to enhance student learning.

**SKILLS:** 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.

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 9-10

## **BIOMEDICAL TECHNOLOGY II**

This course focuses on genetics, neurobiology, sleep disorder and biological rhythms, bioethics, the evolution of medicine, and use of technology to study cellular and molecular biology. The curriculum was developed by the National Institutes of Health (NIH). Students will learn about careers in biotechnology within the context of the course content. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course.

Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology is recommended as good preparation for this course.

**COURSE NOTE:** Recommended Maximum Enrollment: 25

**CREDIT:** 1                      **TYPE:** Regular                      **GRADE:** 10-12

**PREREQUISITE:** HB112X0A - BIOMEDICAL TECHNOLOGY **or** HU402X0A - HEALTH SCIENCE I

## **ELECTRICAL TRADES II**

This course is the second level of the National Center for Construction and Education Research. Topics include basic electricity, electrical construction codes and practices, the National Electrical Code, the use of test equipment, and electrical hand and power tools. To received the NCCER Certification, students must master all 8 modules in the following: 1.00 Understand Conductors and Cables; 2.00 Understand Construction Drawings; 3.00 Understand Residential Electric Services; 4.00 Apply Electrical Test Equipment Usage; 5.00 Understand Alternating Current (A/C) Theory; 6.00 Apply Grounding and Bonding Techniques; 7.00 Understand Motors: Theory and Application; 8.00 Apply Electric Lighting to Structures

**COURSE NOTE:** This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. Maximum Enrollment: 20

**CREDIT:** 1                      **TYPE:** Regular                      **GRADE:** 10-12

**PREREQUISITE:** IC412X0A - ELECTRICAL TRADES I **or** IC002X0A - CORE AND SUSTAINABLE CONSTRUCTION

## **MARKETING (HONORS)**

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.

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

**COURSE NOTE:** Recommended Maximum Enrollment: 30  
Community College Articulated Course: ETR-230 Entrepreneur, OR MKT-110 Principles of Fashion, OR MKT-120 Principles of Marketing

**CREDIT:** 1                      **TYPE:** Honors                      **GRADE:** 10-12

## **PLUMBING II**

This course covers the second level of plumbing terminology and develops technical aspects of plumbing trades with emphasis on development of advanced skills such as the plumbing profession, plumbing math, pipe fittings and service. Topics include safety, plumbing math, plastic pipe and fittings, drawings, fixture, and water distribution systems.

**SKILLS:** English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Plumbing II certification.

**CREDIT:** 1                      **TYPE:** Regular  
**GRADE:** 10-12

**PREREQUISITE:** IL582X0A - PLUMBING I

## **TECHNOLOGICAL DESIGN**

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.

**SKILLS:** 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. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** \*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

**CREDIT:** 1                      **TYPE:** Regular                      **GRADE:** 10-12

**PREREQUISITE:** TE112X0A - TECHNOLOGY ENGINEERING AND DESIGN **or** TE115X0H - TECHNOLOGY ENGINEERING AND DESIGN (HONORS)

## **TECHNOLOGICAL DESIGN (HONORS)**

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.

**SKILLS:** 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. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** \*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

**CREDIT:** 1

**TYPE:** Honors

**GRADE:** 10-12

**PREREQUISITE:** TE112X0A - TECHNOLOGY ENGINEERING AND DESIGN **or** TE115X0H - TECHNOLOGY ENGINEERING AND DESIGN (HONORS)

## **CAREER MANAGEMENT (11th-12th Grade)**

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.

**SKILLS:** English language arts are reinforced. Work-based learning strategies appropriate for this course include business/industry field trips, internships, job shadowing, and service learning. Student participation in Career and Technical Student Organization, (CTSO) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** Recommended Maximum Enrollment: 30

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 11-12

## **HEALTH SCIENCE II (Honors)**

This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training.

**SKILLS:** English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**CREDIT:** 1

**TYPE:** Honors

**GRADE:** 11-12

**PREREQUISITE:** HU402X0A - HEALTH SCIENCE I

# Finance

## MICROSOFT WORD, POWERPOINT AND PUBLISHER

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. In the last part, students will learn to use the basic features of the newest version of Publisher to create, customize, and publish a publication. English language arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. 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.

**COURSE NOTE:** Recommended Maximum Enrollment: 30

Articulated Community College Course: CIS-111 Basic PC Literacy, OR CIS-124 DTP Graphics Software, OR OST-136

Word Processing

Certification: Microsoft Office Specialist

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 9-12

## PERSONAL FINANCE

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances.

**SKILLS:** English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** Recommended Maximum Enrollment: 25

Articulated Community College Course: BUS 125 Personal Finance

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 9-12

## PRINCIPLES OF BUSINESS AND FINANCE

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.

**SKILLS:** English language arts, social studies, and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) and Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** Recommended Maximum Enrollment: 30

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 10-12

## **BUSINESS LAW**

This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws.

**SKILLS:** Social studies and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, internship, and job shadowing. Apprenticeship and cooperative education are 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.

**COURSE NOTE:** Recommended Maximum Enrollment: 30

Articulated Community College Course: BUS-115 Business Law I

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 11-12

**PREREQUISITE:** BF102X0A - PRINCIPLES OF BUSINESS AND FINANCE

## **CTE INTERNSHIP**

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

**COURSE NOTE:** Please download a copy of the application for Internship from the student course guide under the section "Student Applications" or visit [http://www.careercruising.com/individual/CP\\_CourseCalendar.aspx?SID=41336&CSID=2875](http://www.careercruising.com/individual/CP_CourseCalendar.aspx?SID=41336&CSID=2875)

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 11-12

**PREREQUISITE:** Please download a copy of the application for Internship from the student course guide under the section "Student Applications" or visit [http://www.careercruising.com/individual/CP\\_CourseCalendar.aspx?SID=41336&CSID=2875](http://www.careercruising.com/individual/CP_CourseCalendar.aspx?SID=41336&CSID=2875)

# Health Science

## FOUNDATIONS OF HEALTH SCIENCE CAREERS

This course introduces students to a variety of health career opportunities in the following areas: Dentistry, Emergency Medical Technician (EMT), Environmental Health and Safety, Forensics, Health Information Management, Mental Health, Nursing, Pharmacology, Speech Therapy, Sports Medicine, and Veterinary Science. Students will be working in a computer lab setting with group members to complete a variety of health science lab activities.

**COURSE NOTE:** Maximum Enrollment: 20

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 9-10

## BIOMEDICAL TECHNOLOGY

This course focuses on cell biology and cancer, infectious diseases, pathology, and biomedical research utilizing curriculum developed by the North Carolina Association for Biomedical Research (NCABR) and the National Institutes of Health (NIH). Students will learn about careers in biotechnology within the context of the course content. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology is recommended as good preparation for this course.

**COURSE NOTE:** Recommended Maximum Enrollment: 25

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 10-11

**PREREQUISITE:** HU402X0A - HEALTH SCIENCE I

## BIOMEDICAL TECHNOLOGY II

This course focuses on genetics, neurobiology, sleep disorder and biological rhythms, bioethics, the evolution of medicine, and use of technology to study cellular and molecular biology. The curriculum was developed by the National Institutes of Health (NIH). Students will learn about careers in biotechnology within the context of the course content. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology is recommended as good preparation for this course.

**COURSE NOTE:** Recommended Maximum Enrollment: 25

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 10-12

**PREREQUISITE:** HB112X0A - BIOMEDICAL TECHNOLOGY or HU402X0A - HEALTH SCIENCE I

## HEALTH SCIENCE I

This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about healthcare careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content.

**SKILLS:** English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology is recommended as preparation for this course.

**COURSE NOTE:** Recommended Maximum Enrollment: 30

Community College Articulated Course: MED-121 Medical Terminology I, AND MED-122 Medical Terminology II

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 10-12

## CTE INTERNSHIP

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

**COURSE NOTE:** Please download a copy of the application for Internship from the student course guide under the section "Student Applications" or visit [http://www.careercruising.com/individual/CP\\_CourseCalendar.aspx?SID=41336&CSID=2875](http://www.careercruising.com/individual/CP_CourseCalendar.aspx?SID=41336&CSID=2875)

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 11-12

**PREREQUISITE:** Please download a copy of the application for Internship from the student course guide under the section "Student Applications" or visit [http://www.careercruising.com/individual/CP\\_CourseCalendar.aspx?SID=41336&CSID=2875](http://www.careercruising.com/individual/CP_CourseCalendar.aspx?SID=41336&CSID=2875)

## HEALTH SCIENCE II

This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training.

**SKILLS:** English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** Recommended Maximum Enrollment: 20

Articulated Community College Course: HSC-110 Orientation to Health Careers, AND HSC-120 CPR, OR MED-180 CPR Certification

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 11-12

**PREREQUISITE:** HU402X0A - HEALTH SCIENCE I

## **HEALTH SCIENCE II (Honors)**

This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork, and effective communication. Students will learn health care skills, including current CPR and first aid training.

**SKILLS:** English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include internship, mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**CREDIT:** 1

**TYPE:** Honors

**GRADE:** 11-12

**PREREQUISITE:** HU402X0A - HEALTH SCIENCE I

## **CTE ADVANCED STUDIES (Health Science)-HONORS**

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. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** Two technical credits in the Health Science Cluster.

**CREDIT:** 1

**TYPE:** Honors

**GRADE:** 12

**PREREQUISITE:** HU422X0A - HEALTH SCIENCE II

**OTHER REQUIREMENTS:** Teacher Recommendation Required

## **NAS101 - NURSING ASSISTANT I**

This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a healthcare setting. Topics include communications, safety, patient's rights, personal care, vital signs, elimination, nutrition, emergencies, rehabilitation, and mental health. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant I with the North Carolina Nurse Aide Registry. This is a certificate level course.

**COURSE NOTE:** Offered MTWTH - Starts at 1:20-4:20

Clinicals are required for this course.

College and Career Promise Course NAS-101 Nursing Assistant I. Must have a weighted GPA of 3.0. HOURS:

Lecture: 3 Lab/Shop: 4 Work Exp/Clinical: 3 Credits: 6

**CREDIT:** 1                      **TYPE:** Career & College Promise Course

**GRADE:** 12

**PREREQUISITE:** HU422X0A - HEALTH SCIENCE II

**OTHER REQUIREMENTS:** To be eligible for enrollment, a high school student must meet the following criteria:

\* Be a high school junior or senior **or** \* Have a weighted GPA of 3.0 on high school courses **or** and \* Demonstrate college readiness on a single assessment or placement test. A student must demonstrate college readiness in English, Reading and Mathematics.

## **NAS102 - NURSING ASSISTANT II**

This course provides training in selected advance nursing assistant procedures. Emphasis is based on sterile techniques, respiratory procedures, catheterizations, wound and trach care, irrigations, and ostomy care. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant II with the North Carolina Board of Nursing. This is a certificate level course.

**COURSE NOTE:** All students must have a current CNA I listing on the North Carolina Nurse Aide Registry prior to the first day of Nursing Assistant II clinicals per mandate of the North Carolina Board of Nursing.

**PREREQUISITE(S):** Must have current CNA certification before clinical. HOURS: Lecture: 3 Lab/Shop: 2 Work Exp/Clinical: 6 Credits: 6

**CREDIT:** 1                      **TYPE:** Career & College Promise Course

**GRADE:** 12

**PREREQUISITE:** HW142X0CCI - NAS101 - NURSING ASSISTANT I

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application.

# **Hospitality & Tourism**

## **FOODS I**

This course examines the nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management, food preparation and sustainability for a global society, and time and resource management.

**SKILLS:** 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.

**COURSE NOTE:** This course is recommended for students who will be in the Agriculture Science Pathway.  
Recommended Maximum Enrollment: 20 (or 4-5 per laboratory kitchen)

**CREDIT:** 1                      **TYPE:** Regular  
**GRADE:** 9-10

**OTHER REQUIREMENTS:** This course has reached the recommended maximum enrollment and has been closed for registration.

## **INTRODUCTION TO CULINARY ARTS AND HOSPITALITY**

In this course, basic safety and sanitation practices leading to a national industry-recognized food safety credential are introduced. Commercial equipment, smallwares, culinary math, and basic knife skills in a commercial foodservice facility are taught.

**SKILLS:** Art, mathematics, and science 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. Foods I is recommended as preparation for this course.

Additional Information: Skills taught will be practiced in our commercial facility through the operation of the Bagpiper Restaurant 3 days a week.

**COURSE NOTE:** Recommended Maximum Enrollment: 20  
Please see instructors Chef Richardson (Room 110) and Chef Dibble (Room 112) for course rules and guidelines prior to registration. Applications for this course can be obtained from your Futures for Kids portfolio account or under the application section of the online registration booklet.

**CREDIT:** 1                      **TYPE:** Regular                      **GRADE:** 9-10

**OTHER REQUIREMENTS:** This course has reached the recommended maximum enrollment and has been closed for registration.

## **PERSONAL FINANCE**

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances.

**SKILLS:** English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace

readiness skills through authentic experiences.

**COURSE NOTE:** Recommended Maximum Enrollment: 25  
Articulated Community College Course: BUS 125 Personal Finance

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 9-12

## **CULINARY ARTS AND HOSPITALITY I**

This course focuses on basic skills in cold and hot food production, baking and pastry, and service skills.

**SKILLS:** Art, English language arts, mathematics, and science 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) leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

Additional Information: Skills taught will be practiced in our commercial facility through the operation of the Bagpiper

Restaurant 3 days a week.

**COURSE NOTE:** Recommended Maximum Enrollment: 20

Please see instructors Chef Richardson (Room 110) and Chef Dibble (Room 112) for course rules and guidelines prior to registration. Applications for this course can be obtained from your Futures for Kids portfolio account or under the application section of the online registration booklet.

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 10-12

**PREREQUISITE:** FH202X0A - INTRODUCTION TO CULINARY ARTS AND HOSPITALITY

## **HOSPITALITY & TOURISM**

In this course, students are introduced to the industry of travel, tourism, and recreational marketing. Students acquire knowledge and skills on the impact of tourism, marketing strategies of the major hospitality and tourism segments, destinations, and customer relations. Emphasis is on career development, customer relations, economics, hospitality and tourism, travel destinations, and tourism promotion.

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

**COURSE NOTE:** Recommended Maximum Enrollment: 30

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 10-12

**PREREQUISITE:** MM512X0A - MARKETING

## MARKETING

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.

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

**COURSE NOTE:** Recommended Maximum Enrollment: 30

Community College Articulated Course: ETR-230 Entrepreneur, OR MKT-110 Principles of Fashion, OR MKT-120

Principles of Marketing

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 10-12

## MARKETING (HONORS)

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.

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

**COURSE NOTE:** Recommended Maximum Enrollment: 30

Community College Articulated Course: ETR-230 Entrepreneur, OR MKT-110 Principles of Fashion, OR MKT-120

Principles of Marketing

**CREDIT:** 1

**TYPE:** Honors

**GRADE:** 10-12

## CTE INTERNSHIP

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

**COURSE NOTE:** Please download a copy of the application for Internship from the student course guide under the section "Student Applications" or visit [http://www.careercruising.com/individual/CP\\_CourseCalendar.aspx?SID=41336&CSID=2875](http://www.careercruising.com/individual/CP_CourseCalendar.aspx?SID=41336&CSID=2875)

**CREDIT:** 1                      **TYPE:** Regular  
**GRADE:** 11-12

**PREREQUISITE:** Please download a copy of the application for Internship from the student course guide under the section "Student Applications" or visit [http://www.careercruising.com/individual/CP\\_CourseCalendar.aspx?SID=41336&CSID=2875](http://www.careercruising.com/individual/CP_CourseCalendar.aspx?SID=41336&CSID=2875)

## **CTE INTERNSHIP - Culinary**

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

**CREDIT:** 1    **TYPE:** Regular    **GRADE:** 11-12

**OTHER REQUIREMENTS:** PLEASE SEE CAMILLE GOINS, CAREER DEVELOPMENT COORDINATOR FOR APPROVAL

## **CULINARY ARTS AND HOSPITALITY II**

This course provides advanced experiences in cold and hot and food production, management (front and back of the house), and service skills. Topics include menu planning, business management, and guest relations.

**SKILLS:** Art, 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 and job shadowing. Family, Career and Community leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Additional Information: Skills taught will be practiced in our commercial facility through the operation of the Bagpiper Restaurant 3 days a week.

**COURSE NOTE:** Recommended Maximum Enrollment: 20

Please see instructors Chef Richardson (Room 110) and Chef Dibble (Room 112) for course rules and guidelines prior to registration. Applications for this course can be obtained from your Futures for Kids portfolio account or under the application section of the online registration booklet.

Certified Dining Room Associate From the Federation of Dining Room Professionals

**CREDIT:** 2    **TYPE:** Regular  
**GRADE:** 11-12

**PREREQUISITE:** FH212X0S - CULINARY ARTS AND HOSPITALITY I

## **CTE ADVANCED STUDIES (Hos & Tour.)-HONORS**

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. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** Two technical credits in the Hospitality & Tourism Cluster.

**CREDIT:** 1                      **TYPE:** Regular  
**GRADE:** 12

**PREREQUISITE:** MH422X0A - HOSPITALITY & TOURISM **or** FH222X0A - CULINARY ARTS AND HOSPITALITY II

**OTHER REQUIREMENTS:** Teacher Recommendation Required

## **Human Services**

### **EDU 119 - INTRO TO EARLY CHILDHOOD (ONLINE)**

This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for children. Topics include historical foundations, program types, career options, professionalism, and creating inclusive environments and curriculum that are responsive to the needs of children and families. Upon completion, students should be able to design career plans and develop appropriate schedules, environments and activity plans while incorporating adaptations for children with exceptionalities.

**COURSE NOTE:** NOTE: To be eligible for enrollment, a high school student must meet the following criteria: \* Be a high school junior or senior; \* Have a weighted GPA of 3.0 on high school courses; and \* Demonstrate college readiness on a single assessment or placement test. A student must demonstrate college readiness in English, Reading and Mathematics.

**HOURS:** Lecture: 4 Lab/Shop: 0 Work Exp/Clinical: 0 Credits: 4

**CREDIT:** 1                      **TYPE:** Career & College Promise Course  
**GRADE:** 11-12

**OTHER REQUIREMENTS:** Students must be 16. Complete Richmond Community College Application.

## **CTE ADVANCED STUDIES (Human Services)-HONORS**

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. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** Two technical credits in the Human Services Cluster.

**CREDIT:** 1                      **TYPE:** Honors  
**GRADE:** 12

**OTHER REQUIREMENTS:** Teacher Recommendation Required

## **Information Technology**

### **FOUNDATIONS OF INFORMATION TECHNOLOGY**

This introductory course provides students with the foundation to pursue further study in information technology. Emphasis is on network systems, information support and services, programming and software development, and interactive media.

**SKILLS:** Mathematics is reinforced. Work-based learning strategies appropriate for this course include entrepreneurship, mentorship, service learning, and job shadowing. Apprenticeship and cooperative education are 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.

**CREDIT:** 1                      **TYPE:** Regular                      **GRADE:** 9-10

### **e-COMMERCE I (HONORS)**

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.

**SKILLS:** 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.

**COURSE NOTE:** \*Class enrollment limited to 20 due to the technology-intense nature of instruction.



## **CIS110 INTRODUCTION TO COMPUTERS (ONLINE)**

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (quantitative option).

**COURSE NOTE:** To be eligible for enrollment, a high school student must meet the following criteria: \* Be a high school junior or senior; \* Have a weighted GPA of 3.0 on high school courses; and \* Demonstrate college readiness on a single assessment or placement test. A student must demonstrate college readiness in English, Reading and Mathematics.

**PREREQUISITE(S):** DRE 097 & **COREQUISITE(S):** DRE 098 or RED 090

**HOURS:** Lecture: 2 Lab/Shop: 2 Work Exp/Clinical: 0 Credits: 3

**CREDIT:** 1

**TYPE:** Honors

**GRADE:** 11-12

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Applications. Must have a weighted GPA of

3.0 Note: In accordance with the Comprehensive Articulation Agreement, this course has been approved to satisfy the general education requirement for mathematics in A.A. and A.S. degree programs.

**COREQUISITES:** If you take this course, you must also take 85985X0IV - CIS 115 INTRODUCTION TO PROGRAMMING AND LOGIC

## **CTE INTERNSHIP**

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan

the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

**COURSE NOTE:** Please download a copy of the application for Internship from the student course guide under the section "Student Applications" or visit [http://www.careercruising.com/individual/CP\\_CourseCalendar.aspx?SID=41336&CSID=2875](http://www.careercruising.com/individual/CP_CourseCalendar.aspx?SID=41336&CSID=2875)

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 11-12

**PREREQUISITE:** Please download a copy of the application for Internship from the student course guide under the section "Student Applications" or visit [http://www.careercruising.com/individual/CP\\_CourseCalendar.aspx?SID=41336&CSID=2875](http://www.careercruising.com/individual/CP_CourseCalendar.aspx?SID=41336&CSID=2875)

## **CTS 120 HARDWARE/SOFTWARE SUPPORT (SPRING)**

This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory system, peripheral installation and configuration, preventive maintenance, hardware, diagnostics/repair, installation and optimization of system software, commercial programs, system configuration and device drivers.

**COURSE NOTE:** Offered Spring 2015

**HOURS:** Lecture: 2 Lab/Shop: 3 Work Exp/Clinical: 0 Credits: 3

**CREDIT:** 1                    **TYPE:** Honors  
**GRADE:** 11-12

**PREREQUISITE:** 85925X0A - CIS110 INTRODUCTION TO COMPUTERS (ONLINE) or 85985X0IV - CIS 115 INTRODUCTION TO PROGRAMMING AND LOGIC

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application

**COREQUISITES:** If you take this course, you must also take BW682X0 - NOS110-OPERATING SYSTEM CONCEPTS

## **NOS110-OPERATING SYSTEM CONCEPTS**

This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is placed on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.

**COURSE NOTE:** **HOURS:** Lecture: 2 Lab: 3 Shop/Clinical: 0 Credits: 3

**CREDIT:** 1                    **TYPE:** Regular  
**GRADE:** 11-12

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application. Please see your school counselor.

**COREQUISITES:** If you take this course, you must also take BW492X0A - CTS 120 HARDWARE/SOFTWARE SUPPORT (SPRING)

## **CTE ADVANCED STUDIES (Info. Tech)-HONORS**

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. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** Two technical credits in the Information Technology Cluster.

**CREDIT:** 1                      **TYPE:** Honors  
**GRADE:** 12

**OTHER REQUIREMENTS:** Teacher Recommendation Required

## **Manufacturing**

### **INTRODUCTION TO TRADES & INDUSTRIAL EDUCATION-- MANUFACTURING**

This course will introduce students to concepts needed for careers in Trade and Industry professions including Advanced Manufacturing careers. Skillsets specific to Trade and Industry careers will be provided to include key concepts from the systems used in manufacturing processes and will incorporate problem-solving, design, technical communication, modeling, testing, evaluation, and implications of technology. Activities associated with the major program areas of Trade and Industrial Education will provide practical applications to enhance student learning.

**SKILLS:** 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.

**CREDIT:** 1                      **TYPE:** Regular    **GRADE:** 9-10

### **BPR111 - BLUEPRINT READING**

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 prints and visualize the features of a part or system.

**COURSE NOTE:** THIS COURSE IS TAUGHT ON THE SCOTLAND HIGH SCHOOL CAMPUS

**PREREQUISITE(S):**DMA 010-020

**HOURS:** Lecture: 1 Lab/Shop: 2 Work Exp/Clinical: 0 Credits: 2

**PREREQUISITE(S):** ACCUPLACER ASSESSMENT - DMA 010-020 **HOURS:**Lecture: 1 Lab/Shop: 2 Work Exp/  
Clinical: 0  
Credits: 2

**CREDIT:** 1                      **TYPE:** Career & College Promise Course  
**GRADE:** 11-12

**OTHER REQUIREMENTS:** Must Complete a Richmond Community College Application

**COREQUISITES:** If you take this course, you must also take IX522X0CCI - DFT110 - BASIC DRAFTING If you take this course, you must also take 0C012X0CCI - ACA 115 SUCCESS & STUDY SKILLS

## **CTE INTERNSHIP**

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

**COURSE NOTE:** Please download a copy of the application for Internship from the student course guide under the section "Student Applications" or visit [http://www.careercruising.com/individual/CP\\_CourseCalendar.aspx?SID=41336&CSID=2875](http://www.careercruising.com/individual/CP_CourseCalendar.aspx?SID=41336&CSID=2875)

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 11-12

**PREREQUISITE:** Please download a copy of the application for Internship from the student course guide under the section "Student Applications" or visit [http://www.careercruising.com/individual/CP\\_CourseCalendar.aspx?SID=41336&CSID=2875](http://www.careercruising.com/individual/CP_CourseCalendar.aspx?SID=41336&CSID=2875)

## **DFT110 - BASIC DRAFTING**

This course introduces basic drafting skills, terminology, and applications. Topics include basic mathematics; sketching; introduction to CAD, ANSI, and ISO drafting standards; and a survey of various drafting applications. Upon completion, students should be able to perform basic calculations for CAD drafting, sketch drawings using appropriate standards, and recognize drawings from different drafting fields.

**COURSE NOTE:** Richmond Community College Course. This course is taught on the Scotland High School campus.

**COURSE:** DFT 110 BASIC DRAFTING

**HOURS:** Lecture: 1 Lab/Shop: 2 Work Exp/Clinical: 0 Credits: 2

**CREDIT:** 1

**TYPE:** Career & College Promise Course

**GRADE:** 11-12

**OTHER REQUIREMENTS:** Must Complete a Richmond Community College Application

**COREQUISITES:** If you take this course, you must also take IW592X0A - BPR111 - BLUEPRINT READING If you take this course, you must also take 0C012X0CCI - ACA 115 SUCCESS & STUDY SKILLS

## **ELC112-DCAC ELECTRICITY**

This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics.

**COURSE NOTE:** PREREQUISITE(S): DMA 010

**HOURS:** Lecture: 3 Lab/Shop: 6 Work Exp/Clinical: 0 Credits: 5

**CREDIT:** 1

**TYPE:** Career & College Promise Course

**GRADE:** 11-12

**PREREQUISITE:** IZ372X0C - WLD112 - BASIC WELDING PROCESSES or IZ372X0CCI - WLD141 - SYMBOLS AND SPECIFICATIONS

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application.

## **MEC 110 - INTRODUCTION TO CAD/CAM**

This course introduces CAD/CAM. Emphasis is placed on transferring part geometry from CAD to CAM for the development of a CNC-ready program. Upon completion, students should be able to use CAD/CAM software to produce a CNC program.

**COURSE NOTE:** This course is taught on the Scotland High School Campus.

Accuplacer Assessment **PREREQUISITE(S):** DMA 010-060 or MAT 070, DRE 097 **COREQUISITE(S):** DRE 098 or ENG 090 and RED 090

**HOURS:** Lecture: 1 Lab/Shop: 2 Work Exp/Clinical: 0 Credits: 2

**CREDIT:** 1                      **TYPE:** Career & College Promise Course  
**GRADE:** 11-12

**PREREQUISITE:** IX522X0CCI - DFT110 - BASIC DRAFTING

**OTHER REQUIREMENTS:** Must complete a Richmond Community College application. Please see your school counselor.

**COREQUISITES:** If you take this course, you must also take IX602X0 - DFT151 - COMPUTER AIDED DRAFTING I

## **WLD 121 - GMAW (MIG) FCAW/Plate**

This course introduces metal arc welding and flux core welding processes. Topics include equipment set-up and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.

**COURSE NOTE:** **HOURS:** Lecture: 2 Lab/Shop: 6 Work Exp/Clinical: 0 College Credits: 4

**CREDIT:** 1                      **TYPE:** Career & College Promise Course  
**GRADE:** 11-12

**PREREQUISITE:** IZ372X0C - WLD112 - BASIC WELDING PROCESSES or IZ372X0CCI - WLD141 - SYMBOLS AND SPECIFICATIONS

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application. Please see your school counselor.

## **WLD112 - BASIC WELDING PROCESSES**

This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes, and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing and soldering processes.

**COURSE NOTE:** Offered on Scotland High School campus MTWTHF 3rd and 4th Block ONLY  
Must complete Richmond Community College Application HOURS: Lecture: 1 Lab/Shop: 3 Work Exp/Clinical: 0  
Credits: 2

MAXIMUM ENROLLMENT: 15

**CREDIT:** 1                      **TYPE:** Career & College Promise Course                      **GRADE:** 11-12

**OTHER REQUIREMENTS:** Must complete a Richmond Community College application.

**COREQUISITES:** If you take this course, you must also take IZ372X0CCI - WLD141 - SYMBOLS AND SPECIFICATIONS

## **WLD141 - SYMBOLS AND SPECIFICATIONS**

This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.

**COURSE NOTE:** Offered on Scotland High School campus MTWTHF 3rd and 4th Block ONLY  
HOURS: Lecture: 2 Lab/Shop: 2 Work Exp/Clinical: 0 Credits: MAXIMUM ENROLLMENT: 15

**CREDIT:** 1                      **TYPE:** Career & College Promise Course                      **GRADE:** 11-12

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application.

**COREQUISITES:** If you take this course, you must also take IZ372X0C - WLD112 - BASIC WELDING PROCESSES

## **CTE ADVANCED STUDIES (Manufacturing)-HONORS**

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. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** Two technical credits in the Manufacturing Cluster.

**CREDIT:** 1                      **TYPE:** Honors                      **GRADE:** 12

**OTHER REQUIREMENTS:** Teacher Recommendation Required

# Marketing

## PERSONAL FINANCE

This course prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances.

**SKILLS:** English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship and cooperative education are not available for this course. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA) and Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** Recommended Maximum Enrollment: 25  
Articulated Community College Course: BUS 125 Personal Finance

**CREDIT:** 1                      **TYPE:** Regular                      **GRADE:** 9-12

## ENTREPRENEURSHIP (HONORS)

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.

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

**COURSE NOTE:** Recommended Maximum Enrollment: 25  
Articulated Community College Course: ETR-210 Intro to Entrepreneurship

**CREDIT:** 1                      **TYPE:** Honors                      **GRADE:** 10-12

**PREREQUISITE:** BF052X0A - PERSONAL FINANCE **or** BF102X0A - PRINCIPLES OF BUSINESS AND FINANCE **or** MM512X0A - MARKETING **or** MM515X0H - MARKETING (HONORS)

## MARKETING

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.

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

**COURSE NOTE:** Recommended Maximum Enrollment: 30

Community College Articulated Course: ETR-230 Entrepreneur, OR MKT-110 Principles of Fashion, OR MKT-120

Principles of Marketing

**CREDIT:** 1                      **TYPE:** Regular                      **GRADE:** 10-12

## **MARKETING (HONORS)**

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.

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

**COURSE NOTE:** Recommended Maximum Enrollment: 30

Community College Articulated Course: ETR-230 Entrepreneur, OR MKT-110 Principles of Fashion, OR MKT-120

Principles of Marketing

**CREDIT:** 1                      **TYPE:** Honors                      **GRADE:** 10-12

## **BUSINESS LAW**

This course is designed to acquaint students with the basic legal principles common to all aspects of business and personal law. Business topics include contract law, business ownership including intellectual property, financial law, and national and international laws. Personal topics include marriage and divorce law, purchasing appropriate insurance, renting and owning real estate, employment law, and consumer protection laws.

**SKILLS:** Social studies and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, internship, and job shadowing. Apprenticeship and cooperative education are 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.

**COURSE NOTE:** Recommended Maximum Enrollment: 30

Articulated Community College Course: BUS-115 Business Law I

**CREDIT:** 1                      **TYPE:** Regular                      **GRADE:** 11-12

**PREREQUISITE:** BF102X0A - PRINCIPLES OF BUSINESS AND FINANCE

## **CTE INTERNSHIP**

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

**COURSE NOTE:** Please download a copy of the application for Internship from the student course guide under the section "Student Applications" or visit [http://www.careercruising.com/individual/CP\\_CourseCalendar.aspx?SID=41336&CSID=2875](http://www.careercruising.com/individual/CP_CourseCalendar.aspx?SID=41336&CSID=2875)

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 11-12

## **ENTREPRENEURSHIP I**

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.

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

**COURSE NOTE:** Recommended Maximum Enrollment: 25

Articulated Community College Course: ETR-210 Intro to Entrepreneurship

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 11-12

**PREREQUISITE:** Marketing, Principles of Business and Finance, OR Personal Finance

## **CTE ADVANCED STUDIES (Marketing)-HONORS**

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. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** Two technical credits in the Marketing Cluster.

**CREDIT:** 1

**TYPE:** Honors

**GRADE:** 12

**PREREQUISITE:** ENTREPRENEURSHIP I

**OTHER REQUIREMENTS:** Teacher Recommendation Required

## **Science, Technology, Engineering & Mathematics**

### **INTRODUCTION TO TRADES & INDUSTRIAL EDUCATION--STEM**

This course will introduce students to concepts needed for careers in Trade and Industry professions including Advanced Manufacturing careers. Skillsets specific to Trade and Industry careers will be provided to include key concepts from the systems used in manufacturing processes and will incorporate problem-solving, design, technical communication, modeling, testing, evaluation, and implications of technology. Activities associated with the major program areas of

Trade and Industrial Education will provide practical applications to enhance student learning.

**SKILLS:** 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.

**CREDIT:** 1                      **TYPE:** Regular                      **GRADE:** 9-10

### **TECHNOLOGY ENGINEERING AND DESIGN**

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. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**CREDIT:** 1                      **TYPE:** Regular                      **GRADE:** 9-10

### **TECHNOLOGY ENGINEERING AND DESIGN (HONORS)**

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. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**CREDIT:** 1                      **TYPE:** Honors                      **GRADE:** 9-10

## **TECHNOLOGICAL DESIGN**

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.

**SKILLS:** 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. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** \*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

**CREDIT:** 1                      **TYPE:** Regular                      **GRADE:** 10-12

**PREREQUISITE:** TE112X0A - TECHNOLOGY ENGINEERING AND DESIGN **or** TE115X0H - TECHNOLOGY ENGINEERING AND DESIGN (HONORS)

## **TECHNOLOGICAL DESIGN (HONORS)**

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.

**SKILLS:** 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. Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** \*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

**CREDIT:** 1                      **TYPE:** Honors                      **GRADE:** 10-12

**PREREQUISITE:** TE112X0A - TECHNOLOGY ENGINEERING AND DESIGN **or** TE115X0H - TECHNOLOGY ENGINEERING AND DESIGN (HONORS)

## **BPR 111 - BLUEPRINT READING**

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 prints and visualize the features of a part or system.

**COURSE NOTE:** THIS COURSE IS TAUGHT ON THE SCOTLAND HIGH SCHOOL CAMPUS  
**PREREQUISITE(S):**DMA 010-020 **HOURS:** Lecture: 1 Lab/Shop: 2 Work Exp/Clinical: 0 Credits: 2  
**PREREQUISITE(S):** ACCUPLACER ASSESSMENT - DMA 010-020 **HOURS:**Lecture: 1 Lab/Shop: 2 Work Exp/  
Clinical: 0  
Credits: 2

**CREDIT:** 1                    **TYPE:** Career & College Promise Course                    **GRADE:** 11-12

**OTHER REQUIREMENTS:** Must Complete a Richmond Community College Application

**COREQUISITES:** If you take this course, you must also take DFT 110 - BASIC DRAFTING If you take this course, you must also take ACA 115 SUCCESS & STUDY SKILLS

## **CTE INTERNSHIP**

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

**COURSE NOTE:** Please download a copy of the application for Internship from the student course guide under the section "Student Applications" or visit [http://www.careercruising.com/individual/CP\\_CourseCalendar.aspx?SID=41336&CSID=2875](http://www.careercruising.com/individual/CP_CourseCalendar.aspx?SID=41336&CSID=2875)

**CREDIT:** 1                    **TYPE:** Regular                    **GRADE:** 11-12

**PREREQUISITE:** Please download a copy of the application for Internship from the student course guide under the section "Student Applications" or visit [http://www.careercruising.com/individual/CP\\_CourseCalendar.aspx?SID=41336&CSID=2875](http://www.careercruising.com/individual/CP_CourseCalendar.aspx?SID=41336&CSID=2875)

## **DFT 110 - BASIC DRAFTING**

This course introduces basic drafting skills, terminology, and applications. Topics include basic mathematics; sketching; introduction to CAD, ANSI, and ISO drafting standards; and a survey of various drafting applications. Upon completion, students should be able to perform basic calculations for CAD drafting, sketch drawings using appropriate standards, and recognize drawings from different drafting fields.

**COURSE NOTE:** Richmond Community College Course. This course is taught on the Scotland High School campus.

**COURSE:** DFT 110 BASIC DRAFTING **HOURS:** Lecture: 1 Lab/Shop: 2 Work Exp/Clinical: 0 Credits: 2

**CREDIT:** 1                    **TYPE:** Career & College Promise Course                    **GRADE:** 11-12

**OTHER REQUIREMENTS:** Must Complete a Richmond Community College Application

**COREQUISITES:** If you take this course, you must also take BPR 111 - BLUEPRINT READING If you take this course, you must also take ACA 115 SUCCESS & STUDY SKILLS

## **MEC 110 - INTRODUCTION TO CAD/CAM**

This course introduces CAD/CAM. Emphasis is placed on transferring part geometry from CAD to CAM for the development of a CNC-ready program. Upon completion, students should be able to use CAD/CAM software to produce a CNC program.

**COURSE NOTE:** This course is taught on the Scotland High School Campus.

Accuplacer Assessment **PREREQUISITE(S):** DMA 010-060 or MAT 070, DRE 097

**COREQUISITE(S):** DRE 098 or ENG 090 and RED 090

**HOURS:** Lecture: 1 Lab/Shop: 2 Work Exp/Clinical: 0 Credits: 2

**CREDIT:** 1

**TYPE:** Career & College Promise Course

**GRADE:** 11-12

**PREREQUISITE:** DFT 110 - BASIC DRAFTING

**OTHER REQUIREMENTS:** Must complete a Richmond Community College application. Please see your school counselor.

**COREQUISITES:** If you take this course, you must also take DFT 151 - COMPUTER AIDED DRAFTING I

## **CTE ADVANCED STUDIES (STEM)-HONORS**

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. DECA (an association for Marketing Education students), Future Business Leaders of America (FBLA), FFA, Family, Career and Community Leaders of America (FCCLA), Health Occupations Students of America (HOSA), SkillsUSA, and Technology Student Association (TSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**COURSE NOTE:** Two technical credits in the Science, Technology, Engineering, & Mathematics (STEM) Cluster.

**CREDIT:** 1

**TYPE:** Honors

**GRADE:** 12

**OTHER REQUIREMENTS:** Teacher Recommendation Required

# Scotland High School

## CAREER & COLLEGE PROMISE COURSES

**Career and College Promise (CCP):** High school juniors and seniors may attend Richmond Community College through the Career and College Promise program if they meet specific guidelines. Career and College Promise provides seamless dual enrollment educational opportunities for eligible North Carolina High School Students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. There are **two ways** an eligible high school student can enroll: College Transfer Pathways and Career and Technical Education Pathways.

### ACA 115 SUCCESS & STUDY SKILLS

This course provides an orientation to the campus resources and academic skills necessary to achieve educational objectives. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal-setting, and critical thinking. Upon completion, student should be able to manage their learning experiences to successfully meet educational goals.

**COURSE NOTE:** HOURS: Lecture: 0 Lab/Shop: 2 Work Exp/Clinical: 0 Credits: 1

**CREDIT:** 1

**TYPE:** Career & College Promise Course

**GRADE:** 11-12

**COREQUISITES:** If you take this course, you must also take BPR 111 - BLUEPRINT READING If you take this course, you must also take DFT 110 - BASIC DRAFTING

If you take this course, you must also take ENG 111 EXPOSITORY WRITING

### ACC120 - PRINCIPLES OF FINANCIAL ACCOUNTING (ONLINE)

In this course introduces business decision-making accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

**COURSE NOTE:** To be eligible for enrollment, a high school student must meet the following criteria: \* Be a high school junior or senior; \* Have a weighted GPA of 3.0 on high school courses; and \* Demonstrate college readiness on a single assessment or placement test. A student must demonstrate college readiness in English, Reading and Mathematics. **PREREQUISITE(S):** DMA 010-040 or MAT 070, DRE 098 or RED 090

**HOURS:** Lecture: 3 Lab/Shop: 2 Work Exp/Clinical: 0 Credits: 4

**CREDIT:** 1

**TYPE:** Honors

**GRADE:** 11-12

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application. Must have a weighted GPA of

3.0 Note: In accordance with the Comprehensive Articulation Agreement, this course has been approved to satisfy the pre-major/elective requirement in A.A. and A.S. degree programs.

**COREQUISITES:** If you take this course, you must also take MAT-143-QUANTATIVE LITERAC

## **BPR 111 - BLUEPRINT READING**

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 prints and visualize the features of a part or system.

**COURSE NOTE: THIS COURSE IS TAUGHT ON THE SCOTLAND HIGH SCHOOL CAMPUS**

**PREREQUISITE(S):** ACCUPLACER ASSESSMENT - DMA 010-020 **HOURS:**Lecture: 1 Lab/Shop: 2  
Work Exp/Clinical: 0  
Credits: 2

**CREDIT:** 1                      **TYPE:** Career & College Promise Course                      **GRADE:** 11-12

**OTHER REQUIREMENTS:** Must Complete a Richmond Community College Application

**COREQUISITES:** If you take this course, you must also take DFT 110 - BASIC DRAFTING If you take this course, you must also take ACA 115 SUCCESS & STUDY SKILLS

## **BUS 110 INTRO TO BUSINESS (ONLINE)**

This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate and understanding of business concepts as a foundation for studying other business subjects. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

**COURSE NOTE:** Note: In accordance with the Comprehensive Articulation Agreement, this course has been approved to satisfy the pre-major/elective requirement in A.A. and A.S. degree programs.

**PREREQUISITE(S):** DRE 097

**COREQUISITE(S):** DRE 098 or RED 090

**HOURS:** Lecture: 3 Lab/Shop: 0 Work Exp/Clinical: 0 Credits: 3

**CREDIT:** 1                      **TYPE:** Honors                      **GRADE:** 11-12

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application. Must have a weighted GPA of 3.0

## **CIS 115 INTRODUCTION TO PROGRAMMING AND LOGIC**

This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (Quantitative Option).

**COURSE NOTE:** Offered MWF on Scotland High Schools Campus in combination with CIS 110 Online. Students will earn two high schools and two college credits. Must complete a Richmond Community College Application

PREREQUISITE(S): DMA 010-040 or MAT 070, DRE 097 COREQUISITE(S): DRE 098 or RED 090  
HOURS: Lecture: 2 Lab/Shop: 3 Work Exp/Clinical: 0 Credits: 3

**CREDIT:** 1                      **TYPE:** Honors    **GRADE:** 11-12

**OTHER REQUIREMENTS:** Note: In accordance with the Comprehensive Articulation Agreement, this course has been approved to satisfy the general education requirement for mathematics in A.A. and A.S. degree programs.

**COREQUISITES:** If you take this course, you must also take 85925X0A - CIS 110 INTRODUCTION TO COMPUTERS (ONLINE)

### **CIS 110 INTRODUCTION TO COMPUTERS (ONLINE)**

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (quantitative option).

**COURSE NOTE:** To be eligible for enrollment, a high school student must meet the following criteria: \* Be a high school junior or senior; \* Have a weighted GPA of 3.0 on high school courses; and \* Demonstrate college readiness on a single assessment or placement test. A student must demonstrate college readiness in English, Reading and Mathematics.

PREREQUISITE(S): DRE 097 COREQUISITE(S): DRE 098 or RED 090 HOURS: Lecture: 2 Lab/Shop: 2 Work Exp/Clinical: 0 Credits: 3

**CREDIT:** 1                      **TYPE:** Honors    **GRADE:** 11-12

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Applications. Must have a weighted GPA of 3.0 Note: In accordance with the Comprehensive Articulation Agreement, this course has been approved to satisfy the general education requirement for mathematics in A.A. and A.S. degree programs.

**COREQUISITES:** If you take this course, you must also take CIS 115 INTRODUCTION TO PROGRAMMING AND LOGIC

### **CJC 111 - INTRODUCTION TO CRIMINAL JUSTICE (FALL)**

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 relationships to life in our society. Upon completion of this course, students should be able to define and describe the major system components and their interrelationships and evaluate career options.

**COURSE NOTE:** TTH 1:00-2:25 p.m. Fall Semester

To be eligible for enrollment, a high school student must meet the following criteria: \* Be a high school junior or senior;

\* Have a weighted GPA of 3.0 on high school courses; and \* Demonstrate college readiness on a single assessment or placement test. A student must demonstrate college readiness in English, Reading and Mathematics.

HOURS: Lecture: 3 Lab/Shop: 0 Work Exp/Clinical: 0 Credits: 3

**CREDIT:** 1

**TYPE:** Honors

**GRADE:** 11-12

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application. Must have a weighted GPA of 3.0 Note: In accordance with the Comprehensive Articulation Agreement, this course has been approved to satisfy the pre-major/elective requirement in A.A. and A.S. degree programs.

### **CJC 112 CRIMINOLOGY (SPRING)**

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation and statistical analysis of criminal behavior, past, present, and future societal control initiatives, and other related topics. Upon completion, students should be able to explain and discuss theories of crime causation and societal response.

**COURSE NOTE:** To be eligible for enrollment, a high school student must meet the following criteria: \* Be a high school junior or senior; \* Have a weighted GPA of 3.0 on high school courses; and \* Demonstrate college readiness on a single assessment or placement test. A student must demonstrate college readiness in English, Reading and Mathematics.

HOURS: Lecture: 3 Lab/Shop: 0 Work Exp/Clinical: 0 Credits: 3

**CREDIT:** 1

**TYPE:** Career & College Promise Course

**GRADE:** 11-12

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application. Must have a weighted GPA of 3.0

### **COM 231-PUBLIC SPEAKING**

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/ fine arts (substitute). This course is also available through the Virtual Learning Community (VLC).

**COURSE NOTE:** MWF-1:30-2:20 p.m.

Note: In accordance with the Comprehensive Articulation Agreement, this course has been approved to satisfy the Universal General Education Transfer Component requirement for communications in A.A. and A.S. degree programs. This course has been approved to meet the communications requirement in A.A.S. degree programs.

PREREQUISITE(S): DRE 098 or ENG 090 and RED 090 HOURS: Lecture: 3 Lab/Shop: 0 Work Exp/Clinical: 0 Credits: 3

**CREDIT:** 1

**TYPE:** Honors

**GRADE:** 11-12

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application

## **CTS 120 HARDWARE/SOFTWARE SUPPORT (SPRING)**

This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory system, peripheral installation and configuration, preventive maintenance, hardware, diagnostics/repair, installation and optimization of system software, commercial programs, system configuration and device drivers.

**COURSE NOTE:** Offered Spring 2015

**HOURS:** Lecture: 2 Lab/Shop: 3 Work Exp/Clinical: 0 Credits: 3

**CREDIT:** 1

**TYPE:** Honors

**GRADE:** 11-12

**PREREQUISITE:** CIS 110 INTRODUCTION TO COMPUTERS (ONLINE) or CIS 115 INTRODUCTION TO PROGRAMMING AND LOGIC

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application

**COREQUISITES:** If you take this course, you must also take NOS 110-OPERATING SYSTEM CONCEPTS

## **DFT 110 - BASIC DRAFTING**

This course introduces basic drafting skills, terminology, and applications. Topics include basic mathematics; sketching; introduction to CAD, ANSI, and ISO drafting standards; and a survey of various drafting applications. Upon completion, students should be able to perform basic calculations for CAD drafting, sketch drawings using appropriate standards, and recognize drawings from different drafting fields.

**COURSE NOTE:** Richmond Community College Course. This course is taught on the Scotland High School campus.

**COURSE:** DFT 110 BASIC DRAFTING

**HOURS:** Lecture: 1 Lab/Shop: 2 Work Exp/Clinical: 0 Credits: 2

**CREDIT:** 1

**TYPE:** Career & College Promise Course

**GRADE:** 11-12

**OTHER REQUIREMENTS:** Must Complete a Richmond Community College Application

**COREQUISITES:** If you take this course, you must also take BPR 111 - BLUEPRINT READING If you take this course, you must also take ACA 115 SUCCESS & STUDY SKILLS

## **DFT 151 - COMPUTER AIDED DRAFTING I**

This course introduces CAD software as a drawing tool. Topics include drawing, editing, file management, and plotting. Upon completion, students should be able to produce and plot a CAD drawing.

**COURSE NOTE:** This course is taught on the Scotland High School campus.

**PREREQUISITE(S):** ACCUPLACER ASSESSMENT - DMA 010-030 or MAT 060, DRE 097 or RED 080

**HOURS:** Lecture: 2 Lab/Shop: 3 Work Exp/Clinical: 0 Credits: 3

**CREDIT:** 1

**TYPE:** Career & College Promise Course

**GRADE:** 11-12

**PREREQUISITE:** BPR 111 - BLUEPRINT READING or DFT 110 - BASIC DRAFTING

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application. Please see your school counselor.

**COREQUISITES:** If you take this course, you must also take MEC 110 - INTRODUCTION TO CAD/CAM

## **ECO 251 - PRINCIPLES OF MICROECONOMICS (ONLINE)**

This course introduces economic analysis of individual, business and industry choices 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.

**COURSE NOTE:** To be eligible for enrollment, a high school student must meet the following criteria: \* Be a high school junior or senior; \* Have a weighted GPA of 3.0 on high school courses; and \* Demonstrate college readiness on a single assessment or placement test. A student must demonstrate college readiness in English, Reading and Mathematics.

**PREREQUISITE(S):** DMA 010-020 or MAT 060, DRE 097 or RED 090

**COREQUISITE(S):** DRE 098 or ENG 090

**HOURS:** Lecture: 3 Lab/Shop: 0 Work Exp/Clinical:

**CREDIT:** 1

**TYPE:** Honors

**GRADE:** 11-12

**PREREQUISITE:** Note: In accordance with the Comprehensive Articulation Agreement, this course has been approved to satisfy the Universal General Education Transfer Component requirement for social/behavioral sciences in A.A. and A.S. degree programs. This course has been approved to meet the social/behavioral sciences requirement in A.A.S. degree programs.

## **EDU 119 - INTRO TO EARLY CHILDHOOD (ONLINE)**

This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for children. Topics include historical foundations, program types, career options, professionalism, and creating inclusive environments and curriculum that are responsive to the needs of children and families. Upon completion, students should be able to design career plans and develop appropriate schedules, environments and activity plans while incorporating adaptations for children with exceptionalities.

**COURSE NOTE:** NOTE: To be eligible for enrollment, a high school student must meet the following criteria: \* Be a high school junior or senior; \* Have a weighted GPA of 3.0 on high school courses; and \* Demonstrate college readiness on a single assessment or placement test. A student must demonstrate college readiness in English, Reading and Mathematics.

**HOURS:** Lecture: 4 Lab/Shop: 0 Work Exp/Clinical: 0 Credits: 4

**CREDIT:** 1

**TYPE:** Career & College Promise Course

**GRADE:** 11-12

**OTHER REQUIREMENTS:** Students must be 16. Complete Richmond Community College Application.

## **ELC 112-DCAC ELECTRICITY**

This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics.

**COURSE NOTE:** PREREQUISITE(S): DMA 010

HOURS: Lecture: 3 Lab/Shop: 6 Work Exp/Clinical: 0 Credits: 5

**CREDIT:** 1

**TYPE:** Career & College Promise Course

**GRADE:** 11-12

**PREREQUISITE:** WLD 112 - BASIC WELDING PROCESSES or WLD 141 - SYMBOLS AND SPECIFICATIONS

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application.

## **ENG 111 EXPOSITORY WRITING**

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision.

Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. In order to pass this course, a student must earn at least a "C" average on required oral presentations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This course is also available through the Virtual Learning Community (VLC).

**COURSE NOTE:** Note: In accordance with the Comprehensive Articulation Agreement, this course has been approved to satisfy the Universal General Education Transfer Component requirement for English Composition in A.A. and A.S. degree programs. This course has been approved to meet the communications requirement in A.A.S. degree programs.

COREQUISITE(S): ACA 115 or ACA 122

PREREQUISITE(S): DRE 098 or ENG 090 and RED 090

HOURS: Lecture: 3 Lab/Shop: 0 Work Exp/Clinical: 0 Credits:

**CREDIT:** 1

**TYPE:** Career & College Promise Course

**GRADE:** 11-12

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application. Must have a weighted GPA of 3.0

**COREQUISITES:** If you take this course, you must also take ACA 115 SUCCESS & STUDY SKILLS

## **ENG 231 - AMERICAN LITERATURE I**

This course covers selected works in American Literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts.

**COURSE NOTE:** Note: In accordance with the Comprehensive Articulation Agreement, this course has been approved to satisfy the Universal General Education Transfer Component requirement for humanities/fine arts in

A.A. and A.S. degree programs. This course has been approved to meet the humanities/fine arts requirement in A.A.S. degree programs.

This course will satisfy the High School English III requirement in addition to ENG 111 and ENG 112. HOURS: Lecture: 3

**CREDIT:** 1                      **TYPE:** Honors                      **GRADE:** 11-12

**PREREQUISITE:** ENG 112 WRITING/RESEARCH IN THE DISCIPLINES

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application and meet prerequisites prior to enrollment.

## **HIS 132-AMERICAN HISTORY II**

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.

**COURSE NOTE:** Note: In accordance with the Comprehensive Articulation Agreement, this course has been approved to satisfy the Universal General Education Transfer Component requirement for social/behavioral sciences in A.A. and A.S. degree programs. This course has been approved to meet the social/behavioral sciences requirement in A.A.S. degree programs.

Accuplacer Assessment: PREREQUISITE(S): DRE 098 or ENG 090 and RED 090  
HOURS: Lecture: 3 Lab/Shop: 0 Work Exp/Clinical: 0 Credits: 3

**CREDIT:** 1                      **TYPE:** Honors                      **GRADE:** 11-12

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application

## **MAT 171 PRECALCULUS ALGEBRA**

This is the first of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on equations and inequalities, functions (linear, polynomial, rational), systems of equations and inequalities, and parametric equations. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions.

**COURSE NOTE:** Note: In accordance with the Comprehensive Articulation Agreement, this course has been approved to satisfy the Universal General Education Transfer Component requirement for mathematics in A.A. and A.S. degree programs. This course has been approved to meet the mathematics requirement in A.A.S. degree programs.

**PREREQUISITE(S):**DMA 010-080 or MAT 080 HOURS: Lecture: 3 Lab/Shop: 2 Work Exp/Clinical: 0 Credits: 4

This course will satisfy as the high school Math IV

**CREDIT:** 1                      **TYPE:** Honors                      **GRADE:** 11-12

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application. Must have a weighted GPA of 3.0

## **MAT-143-QUANTATIVE LITERACY**

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.

**COURSE NOTE:** Note: In accordance with the Comprehensive Articulation Agreement, this course has been approved to satisfy the Universal General Education Transfer Component requirement for mathematics in the A.A. degree program. This course has been approved to meet the mathematics requirement in A.A.S. degree programs. This course will satisfy the high school Math IV Requirement

PREREQUISITE(S): DMA 010-050, DRE 098 HOURS: Lecture: 2 Lab/Shop: 2 Work Exp/Clinical: 0 Credits: 3

**CREDIT:** 1                      **TYPE:** Honors    **GRADE:** 11-12

**OTHER REQUIREMENTS:** Must Complete a Richmond Community College Application. Please see your school counselor.

**COREQUISITES:** If you take this course, you must also take ACC120 - PRINCIPLES OF FINANCIAL ACCOUNTING (ONLINE)

## **MEC 110 - INTRODUCTION TO CAD/CAM**

This course introduces CAD/CAM. Emphasis is placed on transferring part geometry from CAD to CAM for the development of a CNC-ready program. Upon completion, students should be able to use CAD/CAM software to produce a CNC program.

**COURSE NOTE:** This course is taught on the Scotland High School Campus.  
Accuplacer Assessment PREREQUISITE(S): DMA 010-060 or MAT 070, DRE 097  
COREQUISITE(S): DRE 098 or ENG 090 and RED 090

HOURS: Lecture: 1 Lab/Shop: 2 Work Exp/Clinical: 0 Credits: 2

**CREDIT:** 1                      **TYPE:** Career & College Promise Course    **GRADE:** 11-12

**PREREQUISITE:** DFT 110 - BASIC DRAFTING

**OTHER REQUIREMENTS:** Must complete a Richmond Community College application. Please see your school counselor.

**COREQUISITES:** If you take this course, you must also take DFT 151 - COMPUTER AIDED DRAFTING I

## **NOS 110-OPERATING SYSTEM CONCEPTS**

This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is place on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.

**COURSE NOTE:** HOURS: Lecture: 2 Lab: 3 Shop/Clinical: 0 Credits: 3

**CREDIT:** 1

**TYPE:** Regular

**GRADE:** 11-12

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application. Please see your school counselor.

**COREQUISITES:** If you take this course, you must also take BW492X0A - CTS 120 HARDWARE/SOFTWARE SUPPORT (SPRING)

## **PSY 150 - GENERAL PSYCHOLOGY**

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, bio psychology, 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

**COURSE NOTE:** Note: In accordance with the Comprehensive Articulation Agreement, this course has been approved to satisfy the Universal General Education Transfer Component requirement for social/behavioral sciences in A.A. and A.S. degree programs. This course has been approved to meet the social/behavioral sciences requirement in A.A.S. degree programs.

**PREREQUISITE(S):** DRE 098 or ENG 090 and RED 090

**HOURS:** Lecture: 3 Lab/Shop: 0 Work Exp/Clinical: 0 Credits: 3

**CREDIT:** 1

**TYPE:** Career & College Promise Course

**GRADE:** 11-12

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application. Must have a weighted GPA of 3.0

## **SOC 210 - INTRO TO SOCIOLOGY**

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. A special emphasis will be given to global trends and selected world societies. This course has been approved to satisfy the Comprehensive Articulation Agreement general education requirement in social/behavioral sciences.

**COURSE NOTE:** Note: In accordance with the Comprehensive Articulation Agreement, this course has been approved to satisfy the Universal General Education Transfer Component requirement for social/behavioral sciences in A.A. and A.S. degree programs. This course has been approved to meet the social/behavioral sciences requirement in A.A.S. degree programs.

**PREREQUISITE(S):** DRE 098 or ENG 090 and RED 090

**HOURS:** Lecture: 3 Lab/Shop: 0 Work Exp/Clinical: 0 Credits: 3

**CREDIT:** 1

**TYPE:** Career & College Promise Course

**GRADE:** 11-12

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application. Must have a weighted GPA of 3.0

## **WLD 121 - GMAW (MIG) FCAW/Plate**

This course introduces metal arc welding and flux core welding processes. Topics include equipment set-up and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.

**COURSE NOTE:** HOURS: Lecture: 2 Lab/Shop: 6 Work Exp/Clinical: 0 College Credits: 4

**CREDIT:** 1                      **TYPE:** Career & College Promise Course                      **GRADE:** 11-12

**PREREQUISITE:** WLD 112 - BASIC WELDING PROCESSES or WLD141 - SYMBOLS AND SPECIFICATIONS

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application. Please see your school counselor.

## **WLD 112 - BASIC WELDING PROCESSES**

This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes, and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing and soldering processes.

**COURSE NOTE:** Offered on Scotland High School campus MTWTHF 3rd and 4th Block ONLY. Must complete Richmond Community College Application HOURS: Lecture: 1 Lab/Shop: 3 Work Exp/Clinical: 0 Credits: 2  
MAXIMUM ENROLLMENT: 15

**CREDIT:** 1                      **TYPE:** Career & College Promise Course                      **GRADE:** 11-12

**OTHER REQUIREMENTS:** Must complete a Richmond Community College application.

**COREQUISITES:** If you take this course, you must also take WLD141 - SYMBOLS AND SPECIFICATIONS

## **WLD 141 - SYMBOLS AND SPECIFICATIONS**

This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.

**COURSE NOTE:** Offered on Scotland High School campus MTWTHF 3rd and 4th Block ONLY HOURS:  
Lecture: 2 Lab/Shop: 2 Work Exp/Clinical: 0 Credits:  
MAXIMUM ENROLLMENT: 15

**CREDIT:** 1                      **TYPE:** Career & College Promise Course                      **GRADE:** 11-12

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application.

**COREQUISITES:** If you take this course, you must also take WLD112 - BASIC WELDING PROCESSES

## **ENG 112 WRITING/RESEARCH IN THE DISCIPLINES**

This course, the second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on analyzing data and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research format and style. In order to pass this course, a student must earn at least a "C" average on required oral presentations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.

**COURSE NOTE:** Note: In accordance with the Comprehensive Articulation Agreement, this course has been approved to satisfy the Universal General Education Transfer Component requirement for English composition in A.A. and A.S. degree programs. This course has been approved to meet the communications requirement in A.A.S. degree programs.

This course will satisfy the English III requirement in addition to ENG 111 and ENG 231. HOURS: Lecture: 3 Lab/Shop: 0 Work Exp/Clinical: 0 Credits: 3

**CREDIT:** 1

**TYPE:** Honors

**GRADE:** 12

**PREREQUISITE:** ENG 111 EXPOSITORY WRITING

**OTHER REQUIREMENTS:** Must Complete a Richmond Community College Application.

## **MAT 172 PRECALCULUS TRIGONOMETRY**

This is the second of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on properties and applications of transcendental functions and their graphs, right and oblique triangle trigonometry, conic sections, vectors, and polar coordinates. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

**COURSE NOTE:** Note: In accordance with the Comprehensive Articulation Agreement, this course has been approved to satisfy the Universal General Education Transfer Component requirement for mathematics in the A.S. degree program. This course has been approved to meet the mathematics requirement in A.A.S. degree programs.

This course will satisfy the high school 4th Math Requirement. HOURS: Lecture: 3 Lab/Shop: 2 Work Exp/Clinical: 0 Credits: 4

**CREDIT:** 1

**TYPE:** Career & College Promise Course

**GRADE:** 12

**PREREQUISITE:** MAT 171 PRECALCULUS ALGEBRA

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application

## **NAS101 - NURSING ASSISTANT I**

This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a healthcare setting. Topics include communications, safety, patient's rights, personal care, vital signs, elimination, nutrition, emergencies, rehabilitation, and mental health. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant I with the North Carolina Nurse Aide Registry. This is a certificate level course.

**COURSE NOTE:** Offered MTWTH - Starts at 1:20-4:20 Clinicals are required for this course. College and Career Promise Course NAS-101 Nursing Assistant I. Must have a weighted GPA of 3.0. HOURS: Lecture: 3 Lab/Shop: 4 Work Exp/Clinical: 3 Credits: 6

**CREDIT:** 1

**TYPE:** Career & College Promise Course

**GRADE:** 12

**PREREQUISITE:** HEALTH SCIENCE II

**OTHER REQUIREMENTS:** To be eligible for enrollment, a high school student must meet the following criteria:  
\* Be a high school junior or senior **or** \* Have a weighted GPA of 3.0 on high school courses **or** and \* Demonstrate college readiness on a single assessment or placement test. A student must demonstrate college readiness in English, Reading and Mathematics.

## **NAS 102 - NURSING ASSISTANT II**

This course provides training in selected advance nursing assistant procedures. Emphasis is based on sterile techniques, respiratory procedures, catheterizations, wound and trach care, irrigations, and ostomy care. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant II with the North Carolina Board of Nursing. This is a certificate level course.

**COURSE NOTE:** All students must have a current CNA I listing on the North Carolina Nurse Aide Registry prior to the first day of Nursing Assistant II clinicals per mandate of the North Carolina Board of Nursing.

**PREREQUISITE(S):** Must have current CNA certification before clinical. **HOURS:** Lecture: 3 Lab/Shop: 2 Work Exp/Clinical: 6 **Credits:** 6

**CREDIT:** 1

**TYPE:** Career & College Promise Course

**GRADE:** 12

**PREREQUISITE:** NAS101 - NURSING ASSISTANT I

**OTHER REQUIREMENTS:** Must complete a Richmond Community College Application.

School Year 2014-15

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