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PLANNING: THE KEY TO YOUR SUCCESS AT BREVARD HIGH SCHOOL

The requirements to achieve a high school diploma from Brevard High School are based upon both local and state requirements. We have high expectations for our students, with most students going on to college, community college, the military, or post-secondary training. Brevard High School offers courses that meet or exceed entrance requirements for most universities and colleges in the United States, as well as, courses with specific curriculum that will prepare students for other post-secondary school options.

This Guide specifically describes the options students have as they progress toward graduation. These courses provide skills that students must possess in order to succeed following high school. The content, understandings, processes, and skills embedded in each of the courses are based on clear standards for student achievement at every level. High quality, ideal education should provide society with culturally literate citizenry, a world class work-force, people who can think and reason and use their minds well.

F.Y.E. (Freshman Year Experience)
F.Y.E is a comprehensive, year-long program that promotes and supports a healthy, nurturing, and successful transition into the 9th grade. It starts with Freshman Orientation in August, a day-long retreat in September called “Sharing Common Ground, a mentorship program, and planned activities. All freshmen are strongly encouraged to participate in this program.

ACADEMIC REGULATIONS

COURSE LOAD:
It is expected that every student will take eight courses per year. Depending on the course of study chosen by the student, the student may be involved in internships or dually enrolled in one of the area colleges during their Junior and/or Senior years.

COURSE SCHEDULING AND COURSE CHANGE REQUESTS:
A significant amount of time is spent each year assisting students with their course selection for the following school year. Based on these selections, decisions are made regarding the number and size of classes, whether teachers are hired, and how budget allocations are made for the upcoming school year.

Students’ schedules will only be adjusted for one of the following reasons:
● Student lacks the required prerequisite for the course
● Scheduled courses are in the incorrect sequence (e.g. French III before French II)
● Student needs to register for a course he/she failed during the previous semester
● Student needs an additional course(s) to meet graduation requirements
● **Schedules will not be changed more than one time for elective classes.**
Students must complete a “Schedule Adjustment Request Form” which can be obtained in the guidance office. This form needs to be completed and submitted as soon as possible. Requests are not guaranteed. Course changes must be made during the first 5 day of the semester. No changes will be made after day 5.

GRADE CLASSIFICATION:
Students are eligible for various student privileges based on the number of credits earned rather than on age or the number of years spent in high school. Students are classified as follows:
- Sophomore: 6 credits
- Junior: 13 credits
- Senior: 20 credits

DROP-ADD/TRANSFERS/DROPOUTS:
Dropping and adding courses may occur under the following conditions:
Schedule changes for First Semester:
1. Must be made during scheduled time during the summer.
2. Any exception must demonstrate an extreme hardship.

Schedule changes for Second Semester may be considered only:
1. If a student has to repeat a 1st semester class.
2. If there is a legitimate (i.e. career) reason to change a class.
3. If there is classroom space.

Classes dropped within the first 10 days will be recorded on the student’s transcript as Withdrawn Passing (WP) or Withdrawn Failing (WF) based on the grade at the time of withdrawal.

Classes dropped after the first 10 days will be recorded as a failing grade (WF) on the student’s transcript regardless of the student’s numerical grade. Students cannot withdraw from a class after the first 10 days without incurring penalty.

Transferring: Numerical grades will be sent for any student who is transferring to a public, private, or home-school. A withdrawn passing (WP) or withdrawn Failing (WF) will be placed on the student’s transcript based on the numerical grade at the time of withdrawal, after the new school has requested records.

Dropping out of School:
A WF will be recorded for all classes for any student that drops out of school or is withdrawn from school for being absent for more than 10 consecutive days. North Carolina law declares that driver’s licenses will be revoked for students who are under 18 years old that drop out of school. The NCDMV will be notified on the day that a student is declared a dropout.

GRANTING OF CREDIT:
For students to receive credit for a course, they must remain in the course for its entire length and receive a final grade of “60” or better. If the course has an “End-of Course” (EOC) attached to it, the student must pass it with an achievement level of a III or better.
Typically 1 credit is awarded when a course is successfully completed.

CALCULATION OF YOUR GRADE POINT AVERAGE:
Your weighted GPA determines your class rank. College admissions counselors pay close attention to GPA and class rank. For your weighted GPA, the points you receive for some courses (Honors, AP, & College) will be greater than the points received for regular courses.

**NC State Board of Education Policy GCS-L-004:**

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

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

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

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

3.1.2. Honors courses - Course content, pace and academic rigor place high expectations on the student, demanding greater independence and responsibility. Such courses are more challenging than standard level courses and are distinguished by a difference in the depth and scope of work required to address the NCSCoS. These courses provide credit toward a high school diploma and require the end-of-course test for those courses identified as such in the NC accountability program. An honors review process shall be followed, as outlined in the latest edition of the *North Carolina Honors Course Implementation Guide*. The state course weighting system awards the equivalent of one (1) quality point to the grade earned in Honors courses. Effective with the freshman class of 2015-16, the weighting for Honors courses shall be one-half (.5) of a quality point.

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Standard scale -- Numeric Grades with a letter grade legend.</th>
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<tr>
<td>90-100 = 4.0</td>
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<td>FF = 0.0</td>
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In accordance with GS 116-11 (10a), each student’s official class rank shall be listed on the standardized transcript.

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

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

TRANSFER STUDENTS:
Transfer students will receive weighted grade points for AP and Honors courses taken at accredited schools, when it can be determined that those courses meet the DPI guidelines.

Transfer students will receive grade points for courses taken at accredited schools. Courses taken at non-accredited schools will receive a grade of P or F, as appropriate, which carries no grade points.

ATHLETIC ELIGIBILITY:

- Freshman - must be promoted to High School to participate their Freshman year. Freshman must pass 6 of 8 classes to be eligible during their Sophomore year.
- To be eligible for fall semester, a student must have been promoted from their previous grade level, this includes incoming Freshman.
● To be eligible during either semester, a student must pass 3 out of 4 courses during the previous semester.
● A senior must have 20 credits and be on track to graduate to be academically eligible.
● A student not academically eligible at the beginning of any semester is not eligible at any time during the semester.
● A graduating senior must take at least two courses during the second semester in order to participate in a sport.
● Students must be in the correct level of English during either the first or second semester to be eligible to participate in sports during the school year.
● Students must be on track to graduate (not have failed more than 4 courses), to be eligible to participate in sports.
● A student must have a physical exam, appropriate insurance, and sign a waiver to participate in random drug testing.
● Students must be eligible and enrolled at BHS to participate in out of season skill development sessions.
● A player must have been in attendance at least 85% of the previous semester at an approved high school. For a 90 day semester this equals to no more than 13 absences.

HONOR ROLL:
At the end of each grading period, an honor roll based on students’ nine weeks grades is calculated and published. The “A” Honor Roll includes students maintaining an “A” average in all classes. The “A/B” Honor Roll includes students maintaining a “B” average or higher in all courses. Students with a failing grade or an incomplete in any course are not listed on the Honor Roll.

NORTH CAROLINA DRIVER’S LICENSE:
To be eligible to hold a graduated North Carolina Driver’s License or permit, a student must pass a minimum of 70%, or 3 of 4 classes on a block schedule, of courses taken each semester, per North Carolina law.

Students suspended for more than 10 consecutive days or placed into an alternative setting for drugs, alcohol, or weapons violations will forfeit their driver’s license, permit, or ability to obtain either for a period of one year from the offense, per North Carolina Law.

TIPS FOR SUCCESS

FRESHMAN:
● Develop a “Four-Year-Plan-of-Study” that meets high school graduation requirements and future career and college goals.
● Develop a “Time Management Strategy” that effectively incorporates time for schoolwork and studying, time for family and friends, time for extra-curricular and community activities, and time for yourself.
● Get involved in school and community activities.
● Explore your interests and possible careers. Talk with relative, family friends, teachers, and school counselors about career choices that interest you.
● College might seem like a long way off, but grades really do count toward college admission and
scholarships. Work hard and it will pay off!

- Ask for help when needed!

**SOPHOMORE:**
- Review your “Four-Year-Plan-of-Study” to make sure you are making successful progress and working towards high school graduation requirements and your future career and college goals.
- Maintain good study habits and time management strategies.
- Take the PLAN (the PLAN is required for all North Carolina sophomores) in November.
- Take the PSAT in October (optional).
- Continue to investigate and explore career choices.
- Get involved in school and community activities.

**JUNIOR:**
- Review your “Four-Year-Plan-of-Study” to make sure you are making successful progress and working towards high school graduation requirements and your future career and college goals.
- Maintain good study habits and time management strategies.
- Take the PSAT in October. This PSAT taken in the junior year is used by the National Merit Corporation to qualify students for scholarships.
- Define your career objectives.
- Tour college campuses with parents.
- Take the ACT in March (All North Carolina juniors are required to take the ACT).
- Take the SAT I (October, December, or May).
- Take the SAT II Subject Tests if required by the colleges you are interested in attending.
- Attend College Fairs.

**SENIOR:**
- Review your “Four-Year-Plan-of-Study” to make sure you are making successful progress and working towards high school graduation requirements and your future career and college goals.
- Retake the SAT I or ACT if needed to improve scores.
- Take the SAT II Subject Test if required by the colleges you are applying to.
- Maintain good study habits and time management strategies.
- Finalize plans for after high school including making college or career choices and completing college applications by December.
- Attend Financial Aid Workshop and complete the FAFSA in January
- Apply for scholarships noted on the scholarship bulletin board in Guidance and on the school website

### MINIMUM ADMISSION REQUIREMENTS FOR THE UNIVERSITIES OF NORTH CAROLINA CAMPUSES

**Minimum Admission Requirements for High School GPA and SAT Scores:**
Please understand that these are the MINIMUM admission requirements. To obtain more accurate admission information please visit the college web site and view their admission requirements and freshman class profiles. Students must have successfully completed:

- 4 Units of English
- 4 Units of Math
3 Units of Science
4 Units of Social Studies
2 Units of Foreign Language

**NCAA Eligibility Requirements:**
Division I, 2008 and Later
If you enroll in a Division I college in 2008 or later and want to participate in athletics or receive an athletic scholarship, you must meet all NCAA requirements for 2005-2007 and have completed two additional core courses (new total of 16) as shown:

16 Required Core Courses
- Four units of English
- Three units of Mathematics (Math I and higher)
- Two units of natural or physical sciences (including one year of lab science if offered by your high school)
- One extra unit of English, Mathematics, or Natural/Physical Science
- Two units of Social Science
- Four units of extra courses from any category above, or foreign language, non-doctrinal religion, or philosophy.

Division II 2005 and Later
If you enroll in a Division II college in 2005 or later and want to participate in athletics or receive an athletic scholarship, you must meet the following academic standards:
- Graduate from high school
- Complete the 14 core courses listed below
- Present a 2.0 GPA in core courses
- Achieve a combined SAT score of 820 or a sum score of 68 on the ACT

14 Required Core Courses
- Three units of English
- Two units of Mathematics (Algebra I and higher)
- Two units of natural or physical sciences (including one year of lab science if offered by your high school)
- Two extra units of English, Mathematics, or Natural/Physical Science
- Two units of Social Science
- Three units of extra courses from any category above, or foreign language, non-doctrinal religion, or philosophy.

Note: Computer science courses can be used only if your high school grants graduation credit in mathematics for natural/physical science and the courses appear on your high school’s core course list as a math or science credit.

You will be a partial qualifier if you do not meet the academic requirements listed above, but you have graduated from high school and meet one of the following:
- The specified minimum SAT or ACT score; or
- Completion of the required 14 core courses with a 2.0 GPA in your core courses.
If you have not graduated from high school or have not presented the core course GPA, SAT or ACT scores required for a qualifier, you will be considered a non-qualifier.

Division III
Contact your Division III college regarding its policies on financial aid, practice, and competition.

**CORE COURSES, GRADE POINT AVERAGE, TESTS, AND SPECIAL CONDITIONS**
The academic rules on these pages will be used to determine whether you may participate in sports during your first year in college. These rules are not a guide for your admission to college. Each NCAA member institution has its own admission requirements. Remember, meeting the NCAA academic rules does not guarantee your admission into a college. You must still apply for admission.

Core Course Definition
A core course must:
- Be an academic course in or a combination of these areas, English, Mathematics, Natural/Physical Science, Foreign Language, Non-doctrinal

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**REQUIRED TESTING**
The North Carolina Public Schools Accountability model now requires testing outside of the traditional End-of-Course and VoCats testing. Effective in the 2011-2012 school year, the ACT suite of tests will be administered to students at several different grade levels. These tests are required and given to students at no cost. Below is additional information on testing requirements from the state of North Carolina.

**END OF COURSE (EOC) TESTS:**
North Carolina has an End-of-Course test as the final exam for three high school courses: Math I, Biology, and English I0 (effective in the 2012-13 school year). All students must take and achieve a level III on each EOC to meet graduation requirements. **Students cannot be exempted from a NC EOC test.**

**NORTH CAROLINA FINAL EXAMS (NCFE):**

**CTE POST-ASSESSMENTS:**
Most CTE (Career-Technical Education) courses have a required final exam called a post-assessment provided by the state of North Carolina (formerly called the VoCats test). A student in any CTE course that has an attached Post-Assessment must take the exam in order to receive course credit. **Students cannot be exempted from a CTE Post-Assessment (VoCats).**

**AMERICAN COLLEGE TEST (ACT):**
**ACT PLAN:**
Brevard High School will administer this test to all 10th graders or 2nd year students at no cost. This is a part of the new North Carolina accountability model for public schools and includes four tests of educational
development: English, Mathematics, Science, and Reading, as well as an interest inventory that facilitates career and educational planning. To prepare for the ACT, North Carolina 10th graders will be administered the PLAN test each October. PLAN is a diagnostic assessment that indicates strengths and areas of need to provide a roadmap to success for North Carolina high school students. PLAN offers a mid-point assessment of academic progress toward college and career readiness and is the most powerful predictor of performance on the ACT. It can be used for course placement, including dual enrollment and more rigorous courses. PLAN also includes a career interest inventory and an educational/career plan component.

ACT:
The ACT assessment will be given free of charge to all North Carolina 11th graders or 3rd year students in March. This testing is required as a part of the NC high school accountability model. ACT test results are widely accepted by college admissions offices and considered an accurate gauge of classroom achievement. ACT results may be used at the high school level to identify students who need assistance with certain subject areas or academic skills, evaluate effectiveness of instruction, and make adjustments to curriculum to improve instruction. Colleges use the ACT for admissions decisions, course placement, academic advising and loans and scholarships. ACT offers a dedicated website for NC that is specifically related to our administration of the ACT. You can find the NC specific ACT website at http://www.act.org/stateservices/northcarolina/.

The ACT is scored out of a scale of 36, with 36 being the highest. The student will receive a score on this scale for each section, as well as a composite score. Students may take the test additional times or in 12th grade, for a fee, to improve their score. Students taking additional administrations of the test must register six weeks in advance and such testing is not managed by the school (unlike the required administration of the ACT to 11th grade students each March). Registration dates and packets are available in the guidance office. Students may also register on-line at www.actstudent.org

ACT WorkKeys:
Students who complete the four-course Career and Technical Education sequence are administered the WorkKeys examination in the 12th grade or 4th year students. WorkKeys provides a gauge of career readiness and is widely recognized as an industry credential. WorkKeys assessments measure “real world” skills critical to job success. These skills are valuable for any occupation – skilled or professional – at any level of education, and in any industry. This test will be administered to all 12th graders who have completed a CTE concentration in February of each year. The list of students who are required to test is provided to the school by the NC Department of Public Instruction and the school is obligated to test all students as identified by NCDPI.

ADDITIONAL/OPTIONAL TESTING

PSAT – Preliminary Scholastic Assessment Test (Grades 10-11):
The PSAT combines multiple-choice type questions with a new writing section to measure verbal and mathematical reasoning abilities. It consists of five sections; two verbal, two mathematical, and one writing. The test measures the student’s ability to reason with facts and ideas rather than memorization and reciting facts. The PSAT is not a college admissions examination, and will not pose any risk to students’ future college admission prospects. The PSAT is the qualifying examination for juniors who wish to compete for scholarships offered through the National Merit Scholarship Qualifying Test, National Achievement Program, and National Hispanic Scholars Program. See your school counselor for more information.

SAT I – Reasoning Test (Grades 11-12):
College-bound Juniors and Seniors should take the SAT I which contains three sections (Math, Critical Reading, and Writing). The SAT focuses on critical thinking and problem solving skills. A student should begin taking the test by the spring of their Junior year and may repeat the test several times to improve their score. Most colleges take the highest score in each section. The SAT is scored out of a scale of 2400. On each of the timed sections you will receive a score ranging between 200-800, 800 is the highest possible score. These three scores are added up to get your total score. It is recommended that the student complete Algebra II before taking the test. Students must register about six weeks in advance. Registration dates and packets are available in the guidance office. Students may also register on-line at www.collegeboard.com.

SAT II – Subject Tests (Grades 11-12):
Subject tests measure students’ knowledge and skills in a particular subject and their ability to apply that knowledge. Tests are offered in many subjects. The test should be taken towards completion of a subject. Not all colleges require SAT II; generally, the most competitive schools request that a student take a Math, English with writing, and sometimes a third test such as a Science or a Foreign language. Students should check test requirements with colleges in which they have interest. Students may register for up to three tests in one day. The tests are given on the same dates as SAT I tests. Registration materials are available in the guidance office.

See your school counselor for dates for the PSAT, SAT, PLAN, ACT or visit their websites (links above).

STEPS TO USING THE BHS REGISTRATION GUIDE

STEP ONE: KNOW THE GRADUATION REQUIREMENTS AND COURSE OF STUDY

Below you will find a list of the requirements that must be met in order to graduate. After the list you will find headings for each individual graduation requirements with detailed information. Please carefully read the information below!

REQUIREMENTS FOR GRADUATION:

- Must complete ALL requirements for a particular course of study
- Must pass (perform at a Level III or better) on all End-of-Course Tests (EOCs). EOCs are required in English I O, Math I, and Biology.
- Must take any NC Final Exam (English, Math, Science, Social Studies).
- Must take any CTE Post-Assessment (VoCats) wherever required when attached to a Career-Technical Education course.
- Students must take the PLAN in the 10th grade, the ACT in the 11th grade, and WorkKeys in the 12th grade.
- Students entering high school for the first time in the fall of 2012 are required to pass American History.
I and II.

- Must successfully complete a senior project

**COURSE OF STUDY REQUIREMENT:**

On the next page you will find a chart that is divided according to BHS Programs of Study. Under each Program of Study are the requirements that must be met for that particular program of study. **Each student must complete a course of study in order to graduate!** With careful planning and consultation with your school counselor you can design a four-year program of study that captures your special academic strengths and future goals.

The following are descriptions of each program of study (see table on following page):

- **Future-Ready Core:** Allows a student to meet high school graduation requirements and the minimum college core requirements recommended for admission to a 4-year college/university. These students will be prepared to attend either a 4-year college/university or a community/technical college directly after high school graduation.

- **Transylvania County Scholar:** This program of study allows a student to complete all future-ready core requirements and work well beyond grade level to explore the complexities of subject areas beyond the regular college preparatory program. This student must meet all requirements set forth by Transylvania County Schools found on the following pages.

- **North Carolina Scholar:** This program of study allows a student to complete all future-ready core requirements and work beyond state requirements. This student must meet all requirements set forth by the North Carolina Scholars program found on the following pages.

**Each student must complete a course of study in order to graduate:**

To pick a course of study that best suits you, the following should be considered:

1. Future College and Career Goals
2. Academic Strengths
3. Your Standardized Test Results
4. Ability and Work Ethic

**Please note:**

- Students who **do not** pass the EOC and **do not** pass the teacher standards will have to repeat the course and retake the EOC.

**TRANASLYVANIA COUNTY SCHOOLS GRADUATION REQUIREMENTS FOR NINTH GRADERS ENTERING IN 2012-2013 AND LATER-** See the following page
<table>
<thead>
<tr>
<th>Content Area</th>
<th>Core Curriculum</th>
<th>TC Scholar</th>
<th>NC Scholar</th>
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</thead>
<tbody>
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<td>4 Credits (9, 10, 11, 12)</td>
<td>4 Credits (9, 10, 11, 12)</td>
<td>4 Credits (9, 10, 11, 12)</td>
</tr>
<tr>
<td>MATH</td>
<td>4 Credits (Math I, Math II, Math III) AND 1 higher level math OR substitution</td>
<td>4 Credits (Math I, Math II, Math III, and 1 higher level math course)</td>
<td>4 Credits (Math I, Math II, Math III, and 1 higher level math course)</td>
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<td></td>
<td>track approved by the principal.</td>
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<tr>
<td>SCIENCE</td>
<td>3 Credits (Earth/Environmental, Biology, and a Physical Science course)</td>
<td>4 Credits (Earth/Environmental, Biology, 2 upper level courses-which one</td>
<td>3 Credits (Earth/Environmental Biology, Chemistry or Physics)</td>
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<td>must be Chemistry or Physics)</td>
<td></td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>4 Credits (World History, Civics/Economics, American History I &amp; II)</td>
<td>4 Credits (World History, Civics/Economics, American History I &amp; II OR **</td>
<td>4 Credits (World History, Civics/Economics, American History I &amp; II)</td>
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<td></td>
<td>AP US History)</td>
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<tr>
<td></td>
<td>* A minimum of one course must be honors or higher in this sequence.</td>
<td>* An additional social studies course must be completed to meet the four</td>
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<td></td>
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<td>credit requirement.</td>
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</tr>
<tr>
<td>FOREIGN LANGUAGE</td>
<td>Not required but HIGHLY recommended. See ELECTIVES</td>
<td>2 Credits in the SAME foreign language</td>
<td>2 Credits in the SAME foreign language</td>
</tr>
<tr>
<td>HEALTH &amp; PHYSICAL</td>
<td>1 Credit Health/PE</td>
<td>1 Credit Health/PE</td>
<td>1 Credit Health/PE</td>
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<tr>
<td>EDUCATION</td>
<td></td>
<td></td>
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<tr>
<td>CAREER/CTE</td>
<td>Not required but HIGHLY recommended. See ELECTIVES</td>
<td>1 Credit</td>
<td>See Electives</td>
</tr>
<tr>
<td>ARTS EDUCATION</td>
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<tr>
<td>(VISUAL ART, MUSIC, THEATER)</td>
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<tr>
<td>ELECTIVES</td>
<td>4 Credits in a Concentration Area from CTE, ART, or Foreign Language.</td>
<td>4 Credits in a Concentration Area from CTE, ART, or Foreign Language.</td>
<td>4 Credits in a Concentration Area from CTE, ART, or Foreign Language.</td>
</tr>
<tr>
<td></td>
<td>Graduation Project</td>
<td>2 Credits from higher level courses taken during junior and/or senior</td>
<td>2 Credits from higher level courses taken during junior and/or senior</td>
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<td>years which carry 5 or 6 quality points AND graduation project</td>
<td>years which carry 5 or 6 quality points AND graduation project</td>
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<tr>
<td></td>
<td>9 Credits of additional electives.</td>
<td>Additional electives needed to reach 32 credits.</td>
<td>Additional electives needed to reach 28 credits.</td>
</tr>
<tr>
<td>TOTAL</td>
<td>28 Credits</td>
<td>32 Credits 3.8 weighted and 3.5 unweighted GPA</td>
<td>28 Credits 3.5 unweighted GPA</td>
</tr>
</tbody>
</table>
IT IS REQUIRED FOR STUDENTS TO COMPLETE A CONCENTRATION AREA, PLEASE DISCUSS YOUR CONCENTRATION WITH YOUR COUNSELOR AT REGISTRATION.

SENIOR PROJECT REQUIREMENT:
Students must successfully complete the Senior Project. The project has three components: the research paper, the project, and the presentation. Each student, enrolled in English 12 will receive a Senior Project Packet that details the requirements, timetable, and rubric for each component. An additional overview is available on the Senior Project webpage http://bhs.tcsnc.org/departments/english/senior_project/ but only the Senior Project Packet is the authoritative, official guide. Any student enrolled in English 12 – whether it be the first time or second time – must complete all components of Senior Project; failure to do so results in failure of the course. If retaking English 12 after failing the course, a student must produce a new Senior Project without duplicating any previous component.

Successful completion of these 5 requirements will result in a high school diploma!!

STEP TWO: GUIDELINES FOR SELECTING REQUIRED COURSE LEVELS

All students should choose challenging classes in the subject areas of English, Mathematics, Science, and Social Studies that maximize their learning opportunities. Rigorous high school courses prepare students well for further education and successful careers. Course offerings in most disciplines offer a range from standard courses to honors/advanced level courses, as well as several Advanced Placement courses.

Parents and students should consider the following when making decisions about what level of difficulty to choose in the core areas:

1. Requirements for his/her Course of Study
2. Previous grades earned in the subject area
3. Standardized test scores
4. Recommendations from teachers and school counselors
5. Study skills and organizational habits of student as well as a student’s overall attitude and commitment to learning

STEP THREE: GUIDELINES TO SELECTING ELECTIVE COURSES

Students should choose electives that best support their career(s) field of interest and their post-high school educational goals.

Parents and students should consider the following when making decisions about selecting elective courses:

1. When registering, pick many electives that you would be interested in and give serious consideration to all alternate selections as they are often used to complete student
schedules when conflicts exist.
2. Pick electives that would work toward completing a career pathway/concentration
3. Use the “Four Year Plan of Study” worksheet to write out a tentative plan of study

STEP FOUR: COMPLETE/UPDATE/REVISE YOUR “FOUR YEAR PLAN OF STUDY”

Students should complete/update/revise their “Four-Year-Plan” of study every year to reflect credits earned, and courses/credits that they still need to graduate. This worksheet is a powerful tool, in that it helps you keep organized, stay on track for graduation, and helps you to reach your goals.

ADDITIONAL EDUCATIONAL OPPORTUNITIES

Earning Credit by Demonstrated Mastery (CDM)

Starting in 2015, students will be able to earn credit for a course without spending a set number of hours taking the course in a classroom.

Click here for more information:
http://www.tcsnc.org/departments/curriculum_and_instruction/credit_by_demonstrated_mastery/

“Credit by Demonstrated Mastery” is the process by which a school shall, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time.

Under the state’s new Credit by Demonstrated Mastery (CDM) option, uniquely qualified students may “test out” or bypass a course if they have already mastered the content. The program provides another opportunity for students to learn new content, to challenge themselves with the next level of rigor in a subject, and even graduate early. This option is not designed to replace existing accelerated pathways, such as the Academically and Intellectually Gifted (AIG) program.

Brevard High School cannot guarantee space for students in any online course. Students who take college courses as a part of the high school course load must report grades to the guidance office for placement on their high school transcript. Students who take college courses outside of the high school course load may elect to place the course credits on their transcript if declared within the first 10 days of the high school semester. Once courses are added to the transcript they cannot be removed.

Online courses/classes must be completed by students within the dates of the semester in which the student takes the class.
ADVANCED PLACEMENT COURSES (AP):
What is the Advance Placement Program?
The College Board’s Advanced Placement (APO) Program is an opportunity for students to pursue college-level studies while still in secondary school and to receive advanced placement, credit, or both in college. By challenging and stimulating students, the AP Program provides access to high quality education, accelerates learning, rewards achievement, and enhances both high school and college programs of study. Students can benefit from taking AP courses by learning a subject in greater depth, developing skills that will be critically important to successful study in college, and demonstrating to colleges their willingness to undertake a challenging course.

Advanced Placement Course Offerings at Brevard High School include:
- AP English 11
- AP English 12
- AP Calculus
- AP Statistics
- AP Biology
- AP Studio Art
- AP Environmental Science
- AP European History
- AP Human Geography
- AP US History

Format of Program:
Advanced Placement courses present challenging, enriched content. Furthermore, they are designed to promote the independence and self-direction that is vital to success in later studies. There is an assumption that the students in the program are highly motivated and willing to engage in rigorous academic work. Students who are not committed to developing their academic abilities to the fullest, who have extended absences or who have commitments that cause them to be overextended will have difficulty achieving success in AP courses.

Advantages of Participation:
Class Rank
The school recognizes the additional demands these courses place upon students by assigning an additional 2.0 points (for the class of 2019 & beyond the additional point will equal 1.0) toward class rank to those who those who pass the course.

An Enhanced College Application
Advanced Placement courses represent a school’s most rigorous offerings and participation in the course suggests to colleges that a student is willing to accept challenging and demanding academic work.

Opportunity for College-Level Coursework
This national program, sponsored by the College Board, allows the students to pursue college-level studies while still in high school. Students who successfully complete an AP course may earn college credit and/or advanced placement in many of the nation’s colleges and universities.

The Examinations:
The Educational Testing Service in Princeton, New Jersey develops the AP examinations for the College Board.
Each May the exams are administered at Brevard High School and other participating high schools throughout the United States. The cost of each exam varies. All exams include an essay or problem solving section as well as multiple-choice questions. Most exams last approximately three hours.

**Evaluation:**
In June, readers selected by the College Board will come together to evaluate the examinations. All examinations are evaluated according to the following five-point scale:
- 5 – Extremely well qualified
- 4 – Well qualified
- 3 – Qualified
- 2 – Possibly Qualified
- 1 – No recommendation

**College Credit:**
Each college is free to follow its own procedure in considering AP grades. Many colleges grant both credit and advanced placement for qualifying work on the examinations; others grant either credit or placement.

Students interested in the AP policy of a particular college/university are encouraged to contact the admissions office of that school.

**Demands:**
The AP program represents Brevard High School’s most rigorous academic challenge. Students who enroll in an AP course will require excellent attendance and sustained effort if they are to succeed.

**OTHER HIGH SCHOOLS:**
Consider taking a course that is offered at Rosman High School. If you are interested in this option, a school counselor will be glad to explore options and make the scheduling arrangements for you. Here is what you need to do:
1. Pick up a copy of the other school’s course guide from the guidance department or look at the guide online.
2. Visit your school counselor to sit down and review your schedule options.
3. That’s all! We will do the rest for you!

**DUAL ENROLLMENT:**
Juniors and Seniors have the opportunity to ease the transition between high school and college or to begin post-secondary training by taking dual enrollment courses at Blue Ridge Community College and/or Brevard College. Courses taken at Blue Ridge Community College and Brevard College will count as both high school and college credit.

**DUAL ENROLLMENT AT BLUE RIDGE COMMUNITY COLLEGE**

**College and Career Promise:**
BRCC offers classes at both their Transylvania and Flat Rock Campus locations. Some classes are also available online and will be offered only at BHS’s online lab during the regular school day.
The following should be considered:
- Must be a Junior or Senior
- Have at least a 3.0 G.P.A, have regular school attendance, must maintain a GPA of 2.0 after taking two community college courses.
● Must have transportation (when course is not offered at BHS)
● Must complete the “Application /Permission Form for Dual Enrollment of High School Students” which can be obtained in the guidance office.
● Must be enrolled in 2 courses each semester at Brevard High School.
● Must be making successful progress towards graduation and must possess the necessary reading, writing, and math abilities required for the course.
● Must take the BRCC admission test if the preferred course is in Math or English, or if the course requires a Math or English prerequisite. Testing will not be required if the student provides SAT scores of 500 or higher in the verbal and math section or a minimum of 21 on ACT English or a minimum of 20 on ACT Math.
● These courses are offered tuition free, but student is responsible for the cost of textbooks, technology/activity/insurance fees, and any supplies/materials required for the BRCC course.
● At the end of the course the student must present their grade to guidance.
● Student must not miss more than 3 classes at BRCC, doing so will result in an “F” and no credit will be awarded.

DUAL ENROLLMENT AT BREVARD COLLEGE:
Juniors and Seniors may also choose to apply for admission at Brevard College to be a part-time student. Students selecting this option must meet Brevard College admission requirements. Unlike dual enrollment at the community college, students will be responsible for the cost of tuition in addition to fees and books.

Students must also meet the minimum criteria as listed for dual enrollment at Blue Ridge Community College.

NORTH CAROLINA VIRTUAL PUBLIC SCHOOL (NCVPS):
Brevard High School cannot guarantee space for students in any online course. Online courses/classes must be completed by students within the dates of the semester in which the student takes the class.

Brevard High School offers courses through North Carolina Virtual Public School (NCVPS) that would otherwise be inaccessible for a variety of reasons, including lack of staffing, student enrollment, resources and funding. The number of students who can access NCVPS during the school day will be limited due to restrictions on available funding and space. A complete list of specific course offerings is available in the guidance office.

Below is information regarding the Virtual High School options:
● Course is taught completely on-line by a certified North Carolina teacher who is certified in the subject area being taught. Once the on-line course is completed, the student receives credit on his/her school transcript.
● Virtual classes are an additional means to provide a variety of instructional approaches to accommodate individual and schedule difference. NCVPS is working to ensure all courses meet the highest quality standards.
● Transylvania County Schools pays a substantial fee for each student who participates in a VPS course. At this time, students are not charged a fee for participation but some books or materials may be required by VPS (in some courses) that the student will be required to purchase.
● Interested students must be self-disciplined, independent worker, and self-motivated.
● Students must follow BHS’s Acceptable Use Policy for computer access.
● In order to drop an on-line class, students must complete the Schedule Adjustment Request Form and...
meet one of the four stated conditions for dropping a course. This must meet expectations by the Virtual Public High School Program. Any cost penalties for dropping a course late will be assumed by the student.

- Students must attend the on-line class regularly.
- Visit [www.ncvps.org](http://www.ncvps.org) for more information, available courses, and for course descriptions. Note: not all NCVPS courses are approved for students at BHS (see grade level NCVPS course listings at the end of this document for approved courses). A VPS course cannot be used to replace a course offered in face-to-face delivery on the BHS campus (e.g. a student cannot take English III on NCVPS rather than take the actual course on campus).

**CAREER INTERNSHIP:**
The career internship program provides opportunities for qualified juniors and seniors to participate in paid or unpaid internships that provide school-to-work experiences in a career pathway. All internship opportunities must meet local and state standards and guidelines. Career Internships do not take the place of necessary coursework in a career pathway and cannot be used as a replacement for required courses for completion of a pathway. Early dismissal for career internships is not available for juniors and it is not available for seniors who have not met needed coursework requirements. Interested students should contact their school counselor for further information.
**COURSE DESCRIPTIONS**

**ENGLISH**

**What kind of English student am I?**

In each row, circle the description that best represents your habits and attitudes. You may select more than one description for each row. At the end, these descriptions can help you determine whether you should pursue standard, honors, PreAP, or AP English.

<table>
<thead>
<tr>
<th></th>
<th>SUCCESSFUL</th>
<th>MOTIVATED, INDEPENDENT</th>
<th>CURIOUS, HIGHLY ENGAGED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>As a reader, I am ...</strong></td>
<td>Able to read assigned fiction, poetry, drama, and nonfiction with minimal support from my teacher</td>
<td>Willing both to read assigned texts and to find my own supplemental texts when assigned</td>
<td>Willing to read assigned texts and very likely on my own to find and read supplemental texts, sometimes pursuing “serious” or “classic” texts</td>
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<tr>
<td></td>
<td>Open to considering underlying or “deeper” meanings in assigned texts because I accept the idea that the author constructed it a certain way for a reason.</td>
<td>Likely to find underlying or “deeper” meaning in assigned texts with minimal guidance from my teacher.</td>
<td>Likely on my own to look for underlying meanings in texts and find evidence on my own to extend my understanding of that meaning.</td>
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<tr>
<td></td>
<td>Open to considering how a text represents a social, historical, political, or literary period.</td>
<td>Likely to consider on my own differences between the writer’s social, historical, or political views and my own.</td>
<td>Likely to already know and apply while reading basic information about a writer’s social, historical, or political views.</td>
</tr>
<tr>
<td><strong>As a writer, I am ...</strong></td>
<td>Comfortable with my ability to express ideas in writing and willing to write multi-page essays to present them</td>
<td>Comfortable writing multi-page essays to present my ideas and willing to use writing in order to shape, explore, and solidify ideas</td>
<td>Very likely to draft my writing repeatedly in order to hone my understanding of my ideas and to perfect my expression of them</td>
</tr>
<tr>
<td></td>
<td>Likely to have someone proofread my writing before I submit a final draft</td>
<td>Likely to ask someone to proofread my writing before I submit a final draft and am almost always open to his/her critique of my ideas</td>
<td>Likely to compose multiple drafts of my work, time permitting, because I learn a lot from trying out different expressions of my ideas</td>
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<tr>
<td></td>
<td>Expecting my teacher to make comments on my ideas</td>
<td>Expecting my teacher to push me to “go deeper” and help me reshape my ideas</td>
<td>Expecting my teacher to challenge my ideas and push me to apply them widely</td>
</tr>
<tr>
<td><strong>I demonstrate a good work ethic and initiative because I am...</strong></td>
<td>Present and engaged in learning in class, and I quickly make up assignments if I’m absent</td>
<td>Willing to take the necessary steps to ensure I have complete comprehension of assignments and concepts</td>
<td>Likely on my own to seek out other relevant information to extend knowledge and broaden concepts from class</td>
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</tbody>
</table>

In general, a student who does not exhibit many successful traits should enroll in Standard English in order to acquire more of the habits and attitudes of academic success. A student who exhibits many successful traits plus independence and motivation should consider enrolling in Honors English for an added challenge. A student who exhibits great curiosity and engagement, in addition to independence and motivation, should enroll in PreAP or AP English. *Developed by Heidi L. Ballock, Brevard (NC) High School, 2008-2009.*
**English 9**  
Grade 9  
Students explore how audience, purpose, and context shape oral and written communication and other media. Students respond to, evaluate and critique literary texts, genres, and traditions; explain meaning, describe processes, and answer research questions; use language and grammatical conventions.  
Focus: Literary genres, expressive writing  
Credits: 1 Unit  
Next in Sequence: English II or English II-Honors

**English 9 Honors**  
Grade 9  
For students with strong reading comprehension and written expression, English I-Honors both focuses on more challenging texts than English I and requires reading more widely and deeply. Students use higher level thinking skills and knowledge of literary conventions to create a variety of texts and products. To extend their understanding of literary/artistic expression, students conduct independent research on artists/creators/related topics. Course has required reading, see English Department website for details.  
Focus: Literary genres, expressive writing  
Credit: 1 Unit Honors  
Next in Sequence: English II, II-Honors, or Pre-AP  
Prerequisites: Teacher rec. based on performance in 8th Lang Arts and required reading, see English Department website for details.

**English 9 Pre-AP**  
Grade 9  
Building upon their study of literary conventions and genres, students will refine academic and behavioral skills necessary for the seminar-based learning used in later Pre-AP/AP courses. Students write and present to demonstrate comprehension of a variety of texts. With print and non-print works, students explore connections between significant literary works and other expressions of human aspiration. Course has required reading, see English Department website for details.  
Focus: Literary genres, expressive writing  
Credits: 1 Unit Honors  
Next in Sequence: English II, II-Honors, or II-PreAP  
Prerequisites: Teacher rec. based on performance in 8th Pre-AP Lang Arts and course has required reading, see English Department website for details.

**English 10**  
Grade 10  
Students read, discuss, and write about classical and contemporary world literature, interpreting it and connecting its ideas/themes to their own experiences. Students examine non-literary texts related to cultural studies; research to explain and respond to situations and literary-based issues; use standard grammatical conventions; and select features of language appropriately for purpose, audience, and context in their writing. Course has state required EOC.  
Focus: World literature, informational writing  
Credits: 1 Unit  
Preparation: MLA research skills learned in English I  
Next in Sequence: English III or English III-Honors
Prerequisites: Any level English I
Recommendation: Attend EOC Review labs

**English 10 Honors**
Grade 10
For students with fluent written expression, strong reading comprehension, and sensitivity to implication, this course pairs world literature with historical, social, religious, and philosophical topics. Students explore essential connections in multi-genre, thematic units and conduct independent research to integrate supporting documents into written and oral products. Course has required reading, see English Department website for details. Course has state required EOC.
Focus: World literature, informational writing
Credits: 1 Unit Honors
Preparation: MLA research skills learned in English I
Next in Sequence: English III, III-Honors, or III-AP
Prerequisites: Teacher rec. based on independent performance in any English and course has required reading, see English Department website for details.
Recommendation: Attend EOC Review Labs

**English 10 Pre-AP**
Grade 10
Through studying world cultures and their literature, this seminar-based course provides substantial preparation for AP English courses. Students must have the ability to listen to ideas and articulate them coherently in speech and writing. Using critical thinking skills, students will explore essential questions and discover connections within the discipline. Students will read, write, and present in order to synthesize ideas from multiple sources, then think independently as they present logical challenges and defenses. Course has required reading, see English Department website for details. Course has state required EOC.
Focus: World literature, informational writing
Credits: 1 Unit Honors
Preparation: MLA research skills from English I
Next in Sequence: English III, III Honors or III-AP
Prerequisites: English I Pre-AP or English I Honors. Course has required reading, see English Department website for details.
Recommendation: Attend EOC Review Labs

**English 11**
Grade 11
Students in this course critically analyze U.S. literature and documents for their historical significance and social perspective. Additionally, students relate others’ experiences to their own; research the diversity of American experience; examine relationships between past and present; define issues and build arguments; and create products and presentations which maintain standard conventions of language.
Focus: American literature, critical writing
Credits: 1 Unit
Preparation: MLA research skills from English II
Next in Sequence: English IV or IV-Honors
Prerequisites: Any level English II
**English 11 Honors**
Grade 11
For students actively preparing to pursue a bachelor’s degree in college, this course places significant emphasis on using oral and listening skills to learn in the classroom. Thematic units use literature to study culture and history, and students apply knowledge of literary movements and literary criticism to move beyond basic literary analysis. Students build critical perspectives through independent research and responses to literary, historical, cultural, and/or social issues. Course has required reading, see English Department website for details.
Focus: American literature, critical writing
Credits: 1 Unit Honors
Preparation: MLA research skills from English II
Next in Sequence: English IV, IV-Honors or IV AP
Prerequisites: 90 or better in English II Honors, or English II, or teacher recommendation based on mastery of literature analysis, writing, and performance in English II. Course has required reading, see English Department website for details.

**English 11 AP**
Grade 11
Emphasizing nonfiction from other disciplines but also using American literature and graphic/visual texts, this college-level seminar applies Aristotle’s and Toulmin’s principles to analyze and evaluate argument/rhetoric. Frequently conducting independent research, students synthesize information about complex social/political subjects and discover how context, medium, purpose, tone, and audience affect an author’s message. To demonstrate increasing fluency in the conventions of argument, students will craft responses in which they analyze then defend, qualify, or refute authors’ positions.
Focus: AP Language and Composition
Credits: 1 Unit AP; college credit possible (based on AP Exam score)
Preparation: MLA research skills from English II
Next in Sequence: English IV, IV-Honors or IV AP
Prerequisites: Teacher recommendation based on performance in English II Honors or Pre-AP; or teacher recommendation Course has required reading and projects, see English Department website for details.

**English 12**
Grade 12
Students will use all language arts skills, both exploring British literature and equipping themselves to be life-long learners by engaging in the Senior Project (includes research paper, out-of-school project, portfolio documenting the project, and presentation). Students express reactions to and interpretations of texts; conduct research; and create products and presentations which maintain standard conventions of language.
Focus: British literature, argumentative writing
Credits: 1 Unit
Preparation: MLA research skills from English III
Prerequisites: Any level English III
Requirement: Must pass Senior Project to earn credit
Recommendation: Attend research labs and Senior Project meetings
**English 12 Honors**

Grade 12

Although not a seminar, this course provides opportunities to learn and practice the seminar skills needed in college-level English. Working self-directed and reflectively, students respond to issues of public or personal concern raised by the literature and learn to develop positions of advocacy through reading, writing, speaking, listening, and using media. NOTE: Teacher provides instruction for senior project components, but work on the project, paper, and presentation requires students’ independent commitment.

Focus: British literature, argumentative writing

Credits: 1 Unit Honors

Preparation: MLA research skills from English III

Prerequisites: Teacher recommendation based on mastery of literature analysis, writing, independent performance in any English III. Course has required reading, see English Department website for details.

Requirements: Must pass Senior Project to earn credit and 90 or better in English III or IV

Recommendation: Attend research labs and Senior Project meetings

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**English 12 AP**

Grade 12

Blending British and other literature, this college-level seminar comprises units focused on ideological premises which enable students to explore essential literary/philosophical questions, and which in turn propel students toward depth of understanding. Students will use literature, music, and film as tools to understand the human condition, specifically examining the social, political, and historical impact of influential works.

Note: Almost exclusively self-directed work on the senior project, paper, and presentation. Course has required reading, see English Department website for details.

Focus: AP Literature and Composition

Credits: 1 Unit AP, college credit possible (based on AP exam score)

Preparation: MLA research skills from English III

Requirements: Must pass Senior Project to earn credit. Course has required reading, see English Department website for details.

Recommendation: Teacher recommendation based on performance in English III-Honors or AP.

Attend labs and Senior Project Meetings

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**Journalism I**

Grades 9, 10, 11, 12

Students will explore the principles of journalism and 21st Century media. Students will analyze and produce various informational sources (print, Web, film, digital images, audio, and mixed media) for message and meaning. Students will also use these acquired skills to produce content for the school’s online newspaper. This course is writing and product intensive.

Credits: 1 Unit

Preparation: Writing and product intensive course

Next in Sequence: Media Production

Prerequisites: 85 or higher in previous English or Language Arts course

Recommendation: Access to digital camera with video capability
**Journalism II**
Grades 9, 10, 11, 12
Students gain hands-on experience applying the principles and techniques of media and publication design learned in Media Literacy. Students work collectively to integrate original text, photos, artwork, and other graphic elements and mixed media to produce web versions of the school newspaper and weekly news webcast.
Credits: 1 Unit
Prerequisites: 85 or higher in Media Literacy or other journalism course and previous English course.
Requirements: Attendance at designated labs, commitment to whole-class success and work outside of class, participation in fundraising for journalism class.
Recommendations: Interest in technology and access to digital camera with video capabilities as determined by position on staff.

**Annual Seminar I**
Grade 10, 11, 12
Those interested in being a member of the yearbook staff, The Brevardier, apply in the spring then complete an interview process. If chosen for this year-long class, students develop abilities in gathering information, writing copy and captions, understanding components of quality photography, copy editing skills, and techniques of headlines. Students begin developing skills in InDesign and PhotoShop. Emphasis is placed on developing skills in layout and design, graphics, and the use of the programs. Students assume responsibility for planning and coverage of spreads in the yearbook.
Credits: 1 Unit Elective
Next in Sequence: Annual Seminar II
Prerequisites: Application & Acceptance
Requirement: Commitment to Annual II

**Annual Seminar II**
Grade 10, 11, 12
This class is the required second semester of the year-long course. Students continue developing and applying skills from first semester, continue to work with the publisher to modify and submit additional spreads, and lay the groundwork for next year’s yearbook.
Credits: 1 unit Elective
Next in Sequence: Annual Sem. I &II or Honors
Prerequisites: Annual Seminar I

**Annual Seminar Honors**
Grade 12
Honors students (seniors who have taken a minimum of three semesters) enter the course with publication skills already in place and work to perfect them. Honors students provide leadership, instruct and direct peers in various aspects of the publication process, maintain a professional attitude, and may assume editorship roles in order to design the yearbook and edit peer work. They may also lead staff meetings and planning/design teams.
Credits: 1 Unit
Requirements: Extra deadline & business work, independent projects
Prerequisites: Seniors with a minimum of 3 semesters of Annual

**MATHEMATICS**

**Foundations of Math I**
Grade 9
This course is designed for students who need additional preparation in Math I topics prior to proceeding to the next level of mathematics (Math I).
Credits: 1 Unit
Next in Sequence: Math I
Prerequisites: Teacher placement only

**Math 1**
Grade 9,10
Math 1 provides student the opportunity to study the concepts of algebra, geometry, functions, number and operations, statistics and modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data.
Course has an EOC exam.
Credits: 1 Unit; fulfills requirement for Future Ready Core Curriculum
Next in Sequence: Math II
Prerequisites: Teacher Recommendation

**Foundations of Math II**
Grade 10,11
This course reviews topics of Math 1 and builds a foundation for Math 2. Topics include geometric and algebraic relationships, applications, and the behavior of functions. Technology used regularly in the classroom includes: manipulatives, calculators, and computers. This course is designed for students who need additional preparation in Math I topics prior to taking the regular Math II course.
Credits: 1 Unit
Next in Sequence: Math II
Prerequisites: Math 1 and teacher placement

**Math II**
Grade 9,10
Math II continues a progression of the standards established in Math I. In addition to these standards, Math II includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, functions, applications,making inferences and justifying conclusions.
Credits: 1 Unit; fulfills math requirement for Future Ready Core Curriculum
Next in Sequence: Math III
Prerequisites: Math I
**Honors Math II**
Grade 9,10
Math II continues a progression of the standards established in Math I. In addition to these standards, Math II includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions. In addition, students will conduct in-depth studies of extended topics, which include outside research and projects requiring an advance use of technology, connections to other content areas, enrichment activities, critical thinking problems, and extensive writing.
Credits: 1 Unit Honors; fulfills math requirement for Future Ready Core Curriculum
Next in Sequence: Math III or Advanced Math III
Prerequisites: 93 or better Math I

**Math III**
Grade 11
Math III progresses from the standards learned in Math I and Math II. In addition to these standards, Math III extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions, and the unit circle. Math III also includes the geometric concepts of conics and circles.
Credits: 1 Unit; fulfills math requirement for Future Ready Core Curriculum
Next in Sequence: Pre-Calculus, Essentials for College Math, Advanced Functions and Modeling, Pre-Calculus, or AP Statistics
Prerequisites: Math II

**Honors Math III**
Grade 10, 11
Math III progresses from the standards learned in Math I and Math II. In addition to these standards, Math III extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions, and the unit circle. Math III also includes the geometric concepts of conics and circles. In addition, students will study extended topics, which include outside research and projects requiring an advance use of technology, connections to other content areas, enrichment activities, critical thinking problems, and extensive writing.
Credits: 1 Unit Honors; fulfills math requirement for Future Ready Core Curriculum
Next in Sequence: Pre-Calculus or AP Statistics
Prerequisites: 85 or better in Advanced Math II

**Advanced Functions & Modeling**
Grade 11,12
Advanced Functions and Modeling provides students the opportunity to model, extend and apply the functions studied throughout the Math I, II, and III sequence. Applications include connections and models relating to areas of the home, work, recreation, consumer issues, public policy, and scientific studies.
Credits: 1 Unit; fulfills math requirement for Future Ready Core Curriculum
Next in Sequence: Pre-Calculus or AP Statistics
Prerequisites: Math III
Pre-Calculus
Grade 11-12
Pre-Calculus provides students an honors-level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for calculus. Applications and modeling are included throughout the course of study.
Credits: 1 Unit Honors; fulfills math requirement for Future Ready Core Curriculum
Next in Sequence: AP Calculus or AP Statistics
Prerequisites: 93 or better in Math III/ 85 or better in Advanced Math III

Advanced Pre-Calculus /AP Calculus
Grade 11,12
AP Calculus is a challenging and rigorous college level mathematics course, which develops the students’ understanding of the concepts of calculus (functions, graphs, limits, derivatives and integrals) and provides experience with its methods and applications. The course encourages the geometric, numerical, analytical, and verbal expression of concepts, results, and problems. Because of the rigor of the coursework, this course is taught over two semesters. The first several months are devoted to the Pre-Calculus concepts of trigonometry, curve sketching, advanced functions, polars, vectors, parametrics, limits and derivatives.
Credits: 1 Unit Honors and 1 Unit AP Credit, college credit possible based on AP exam scores; fulfills math requirement for Future Ready Core
Prerequisites: Students must take the course all year long. Enrollment in both semesters of this course or previous course credit in Precalculus before the fall semester.

AP Statistics
Grade 11,12
Advanced Placement Probability & Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will observe patterns and departures from patterns, decide what and how to measure, produce models using probability and simulation, and confirm models.
Credits: 1 Unit AP Credit; college credit possible based on AP Exam score; fulfills math requirement for Future Ready Core
Prerequisites: 93 or better in Math III, 85 or better in Advanced Math III, or Pre-Calculus

Essentials for College Math
Grade 11, 12
Essentials for College Math provides non-stem bound students a fourth math credit to help them be prepared to undertake post-secondary academic or career preparation in non-mathematical fields or majors. The course addresses standards throughout high school and even earlier, including Algebra I, Statistics and Geometry, and the Algebra II standards. The math course consists of seven modules including exponentials, quadratics, equations, measurements, number operations, systems, linear functions, and statistics.
Credits:1 Unit
Prerequisites: Math III
**Physical Science**  
Grade 9 (required), 10, 11, 12  
This exciting NEW course is designed to build a strong foundation in the fundamental concepts of physics and chemistry for all students. Physical science will focus on science in the daily lives of students. Scientific procedures and methods will be emphasized in hands-on/minds-on experiences for active learners. This course fulfills the North Carolina High School Physical Science requirement.  
Credits: 1 Unit  
Next in Sequence (classes of 2016 - 2018): Biology

**Biology**  
Grade 10, 11, 12  
This course, required for graduation, presents the fundamentals of biology, including the nature and continuity of life, the structure and function of living things, and the relationship of living things to the environment. This course fulfills the North Carolina High School Biology Requirement. **Course has a State EOC exam.**  
Credits: 1 Unit  
Next in Sequence (classes of 2016 - 2018): Physical Science or Chemistry  
Recommendation: Math I be taken prior to Biology.

**Biology Honors**  
Grade 10, 11  
This course is a more demanding version of 30202 (Biology). Students are expected to take greater responsibility for their learning. There will be a difference in the quality of the work expected rather than merely a difference in the quantity of work required. Students will be engaged in higher order thinking technology labs, be expected to make multi-media presentations and to keep a portfolio. **Course has a State EOC exam.**  
Credits: 1 Unit Honors  
Next in Sequence (classes of 2016 - 2018): Honors Chemistry (Minimum of a “B” in Biology and Math II) or Chemistry (minimum of a “C” in Biology and Math II)  
Recommendation: Science teacher recommendation

**Earth & Environmental Science**  
Grade 10, 11, 12  
Earth and Environmental Science is a graduation requirement. Geology, meteorology, oceanography, astronomy, and environmental studies are integrated. Some of the topics covered are: ecology, air and water quality, and human population dynamics, mapping, plate tectonics, rocks and minerals, erosion, weather, and the universe.  
Credits: 1 Unit  
Next in Sequence (classes of 2016 - 2018): Biology (minimum of a “B” in Earth & Environmental Science) or Physical Science
**Earth & Environmental Science Honors**

Grade 10,11,12

Earth and Environmental Science is a graduation requirement. The honors course is a more demanding version of 30382. Geology, meteorology, oceanography, astronomy, and environmental studies are integrated in this course. Some of the topics covered are: ecology, air and water quality, and human population dynamics, mapping, plate tectonics, rocks and minerals, erosion, weather, and the universe.

Credits: 1 Unit Honors

Next in Sequence (classes of 2016 - 2018): Honors Biology (minimum of a “B” in Honors Earth & Environmental Science) or Biology

Recommendation(s): Science teacher recommendation

**AP Environmental Science**

Grade 10,11,12

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 the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. This is a one semester course.

Credits: 1 Unit AP

Prerequisites (classes of 2016 - 2018): Honors Biology, Honors Chemistry and Math II

Recommendation(s): Science teacher recommendation

**Chemistry**

Grade 10,11,12

Chemistry is a lab-oriented course designed to promote an understanding and appreciation of matter and energy as it relates to our surroundings. Emphasis will be placed on ways in which events at the level of atoms influence everything going on around us.

Credits: 1 Unit

Prerequisites (classes of 2016 - 2018): Biology /Honors Biology and Math II

Recommendation(s): Science teacher recommendation

**Chemistry Honors**

Grade 10,11,12

This is the same course as Chemistry, but is conducted at a faster pace so the same topics can be covered in greater depth. Students with excellent math skills and a desire to learn are encouraged to choose this option.

Credits: 1 Unit Honors

Next in Sequence (classes of 2016 - 2018): Honors Physics, Honors Anatomy and Physiology, AP Environmental Science

Prerequisites (classes of 2016 - 2018): Honors Biology and Advanced Math II

Recommendation(s): Science teacher recommendation
**Honors Anatomy & Physiology**  
Grade 11, 12  
The human anatomy and physiology curriculum will provide students with an introduction to the structure and function of the human body. The anatomical language will give students a framework with which to explore the physiology of the human body. Applications of the course can be applied to everyday life and future careers associated with the medical field. This course should review cellular biology, chemistry of life, and 11 human body systems. Human diseases and disorders will be tied in with each system covered. Students will participate in labs and write up formal reports of these labs. Independent projects will be assigned throughout the course.  
Credits: 1 Unit Honors  
Prerequisites: Chemistry or Honors Chemistry  
Recommendation: Students planning on a career in medical fields are encouraged to take the course their senior year.

**Physics Honors**  
Grade 11, 12  
Honors Physics includes a strong emphasis on data analysis and problem solving. Students enrolled in Honors Physics should have a strong interest in science; possess excellent math (geometry, trigonometry and algebra) skills and an innate curiosity. The course includes a study of mechanics, waves, and electricity.  
Credits: 1 Unit Honors  
Next in Sequence: Anatomy and Physiology or Honors Environmental Science  
Prerequisites: Chemistry and Math III  
Recommendation(s): B or higher in Chemistry and Math III and science teacher recommendation

**TIME Honors Science Research Course**  
Grade 9, 10, 11, 12  
Students interested in taking the TIME Honors Science Research Course will apply the preceding winter. If accepted, students will learn about the process of science as they conduct original scientific research into topics of their choosing. They will be supported by both the teacher and scientist mentors as they choose their topic of interest, develop a testable question, design a procedure, collect and analyze data, and present their findings. For more information, visit our webpage: [www.time4realscience.org](http://www.time4realscience.org)  
Credits: 1 Unit Honors  
Prerequisites: Application and Acceptance  
Requirements: Attend the Spring Field Trip (March 26-28, 2015), the Summer Orientation (June 15-19, 2015) and participate in at least one science competition during 2016.
Science Sequence (Graduating Classes of 2016 – 2018)

9th Grade
- Honors Biology
- Honors Earth/Environmental
- Earth/Environmental

10th Grade
- Honors Chemistry (Fall)
- AP Environmental (Spring)
- Biology/ Honors Biology
- Biology
- Physical Science

11th Grade
- Honors Science Elective
- Chemistry/ Honors Chemistry
- Physical Science or Chemistry
- Biology

12th Grade
- Honors Science Elective
- Science Elective
- Science Elective
Science Sequence (Graduating Class of 2019 - beyond)

Required (and Recommended) Science Courses

9th
- Physical Science

10th
- Biology
- Honors Biology

11th
- Earth/Environmental Science
- Chemistry or Honors Chemistry (+ Honors Physics for Calculus Students)

12th
- Chemistry (recommended for college)
- AP Environmental Science

Science Electives

- Honors Science Research
**AP Human Geography**  
Grade 9 (Spring Semester only), Grades 10, 11, 12 (as an elective)  
The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding of, use of, and the alteration of the Earth’s surface as well as to provide them with an early introduction to the rigors of Advanced Placement coursework. Students will learn to employ spatial concepts and various forms of analysis to examine human socioeconomic organization and its environmental consequences. They will also learn about the methods and tools geographers use in their research and applications. Upon the conclusion of this course, students will have developed skills that will enable them to use maps and geospatial data to pose and solve problems, to think critically about what is revealed and what is hidden in different maps, to not only recognize and interpret patterns but to assess the nature and significance of the relationships among phenomena that occur in the same place, and to understand how cultural values, political regulations, and economic constraints work together to create particular landscapes. Finally, at the heart of a geographical perspective is a concern with the ways in which events and processes operating in one place can influence those operating at other places. Please be advised that this is a writing-intensive course.  
Credits: 1 Unit  
Prerequisites: None  
Credit Special Note: This course is intended to be the first course taken by those students interested in receiving the International Studies certification and will provide an early exposure to Advanced Placement coursework. It will only be offered in the spring semester of the academic year and will earn AP credit. This course is required to receive the International Studies certification.  
Recommendation(s): Taking, or have already taken, English 9 honors.  
Next course in the Social Studies Sequence for International Studies certification: AP World History

**World History**  
Grade 9, 10, 11, 12  
World History, at the ninth grade level, is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of living in civilizations around the world. Students will broaden their historical perspectives as they explore ways that societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, the expansion of trade, and the development of institutions.  
Credits: 1 Unit  
Next Course in the Social Studies Sequence: American History I

**World History Honors**  
Grade 9, 10, 11, 12  
Honors World History provides the opportunity for advanced work, rigorous study, and systematic study of major ideas and concepts found in the study of global history. The course is
challenging and requires students to take greater responsibility for their learning by participating in problem-seeking, problem-solving, scholarly and creative processes, critical analysis and application, and reflective thinking. Although the goals and objectives are the same as those found in the North Carolina Standard Course of Study (NCSCS), the material is taught with greater complexity and reflects a differentiated curriculum. Considerable emphasis is placed on the analysis of evidence and the close reading of texts. Please be advised that this is a writing-intensive course.

Credits: 1 Unit Honors
Next Course in the Social Studies Sequence: American History I Honors
Recommendation(s): Taking or scheduled to take English 9 honors

**American History I**
Grade 10, 11
The first of two American History courses required for graduation for students entering high school in the fall of 2012 and after. This course covers events from the European exploration of the new world through the end of Reconstruction (1877). Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement of the Americas 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 as well as the competing perspectives that were part of the compromise that led to the adoption of the U.S. Constitution. They will also 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.

Credits: 1 Unit
Next Course in the Social Studies Sequence: American History II
Prerequisites: World History

**American History I Honors**
Grade 10, 11, 12
The first of two American History courses required for graduation for students entering high school in the fall of 2012 and after. This course covers events from the European exploration of the new world through the end of Reconstruction (1877). Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement of the Americas 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 as well as the competing perspectives that were part of the compromise that led to the adoption of the U.S. Constitution. They will also 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 Honors provides the opportunity for advanced work, rigorous study, and the systematic study of major ideas and concepts found in American History. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking, problem-solving, scholarly and creative processes,
critical analysis and application, and reflective thinking. Although the goals and objectives are the same as those found in the North Carolina Standard Course of Study (NCSCS), the material is taught with much greater complexity and reflects a differentiated curriculum. Considerable emphasis is placed on the analysis of evidence and the close reading of texts. Please be advised that this is a writing-intensive course.

Credits: 1 Unit Honors

Next Course in the Social Studies Sequence: American History II Honors

Prerequisites: World History Honors or teacher recommendation

American History II
Grade 10, 11, 12
The second of two American History courses required for graduation for students entering high school in the fall of 2012. This course will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History Course II will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world. Credits: 1 Unit

Next Course in the Social Studies Sequence: Civics and Economics
Prerequisites: World History, American History I

American History II Honors
Grade 10, 11, 12
The second of the two American History courses required for graduation for students entering high school in the fall of 2012. This course will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History Course II will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world. Students will be expected to do outside readings and will be engaged in the written analysis of these outside readings. Please be advised that this is a writing-intensive course. Credits: 1 Unit Honors

Next Course in the Social Studies Sequence: Civics and Economics Honors
Prerequisites: World History Honors, American History I Honors, or teacher recommendation
**AP US History**
Grade 11, 12
The AP program in United States History is a year-long course designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in U.S. History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by college courses. Students should learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. Course has an AP test. Please be advised that this is a writing-intensive course.
Credits: 1 Honors credit (fall) and 1 AP credit (spring)
Preparation: World History Honors
Prerequisites: AP World History or World History Honors
Recommendation(s): Teacher recommendation based on performance in World History Honors

**AP European History**
Grade 11, 12
AP European History is a college-level course that covers the time period from roughly 1300 until the present. The course will cover economic, social, cultural, intellectual, political, and diplomatic themes in European history. Students will be expected to develop analytical thinking and persuasive writing skills in dealing with historical evidence and interpretation. Please be advised that there is a great deal of outside reading and that this is a writing-intensive course.
Credits: 1 Unit AP
Prerequisites: World History Honors or teacher recommendation

**Civics & Economics**
Grade 12
Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens. Emphasis is placed on the Constitution, economics, citizenship, politics and the legal system.
Credits: 1 Unit
Prerequisites: World History and American History I-II

**Civics & Economics Honors**
Grade 12
This course helps students understand how our government operates and how it is organized. Emphasis is placed on interpreting the Constitution, economics, citizenship, current events and the American legal system. Students in the honors level of this course will be required to prepare for and participate in class discussions, mock trials and debates. They will also be required to read at least one outside book along with numerous primary sources. The honors level of this course requires that students be active learners by reading, writing and thinking critically. Please be advised that there is a great deal of outside reading. This is a writing-intensive course.
intensive course.
Credits: 1 Unit Honors
Prerequisites: World History Honors and American History I-II Honors
Recommendation(s): World History Honors, American History I-II Honors or AP USH

**International Politics**
Grade 11, 12
This course is an honors-level elective that is intended to be an introduction to the analysis of the causes and character of international conflict and cooperation. In this course we will seek to answer a number of questions: How can we explain the patterns of international politics? Why do wars happen? How do culture and religion affect international politics? How are countries affected by the global economy, with its ever-increasing levels of international trade and investment, and in turn how does the political economy of individual countries shape international relations? What causes terrorism? Does the proliferation of nuclear weapons pose a threat to peace, and if so, how should the world respond? Has the internet empowered individuals, social movements, and businesses so much that nation-states have become irrelevant? In this course we will begin to grapple with these issues, using theories developed by political scientists, historians, sociologists, psychologists, and by philosophers throughout history, to explore and try to explain the patterns of international politics and economics.
Credits: 1 Unit Honors
Prerequisites: World History

**Psychology**
Grade 11, 12
The elective course, Psychology, engages students in the understanding, articulation, and dissemination of psychology as a science. Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. It emphasizes the empirical examination of behavior and mental processes of cultural diversity. Students of psychology acquire information from a variety of sources, use information as they make decisions and evaluations, and solve problems. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior.
Credits: 1 Unit

**Psychology Honors**
Grade 11, 12
Honors psychology students further develop their critical thinking and college readiness through expanding their knowledge above the standard course by reading and reviewing two psychology-related books and completing in-depth research project on a topic under study in the course and presenting their findings to the class.
Credits: 1 Unit Honors
French I
Grade 9,10,11,12
French I is an introduction to the study of the French language and its culture. Emphasis is placed on listening, speaking, reading, and writing with focus on exposure to customs, lifestyles, and Francophone culture. Grammar is integrated throughout the course. It is recommended that students take French I and II in back to back semesters without extended interruptions.
Credits: 1 Unit
Preparation: None
Next in Sequence: French 2
Prerequisites: None
Recommendation(s): C or better in English

French II
Grade 9-12
French II is a continuation of the development of listening, speaking, reading, and writing skills with an increased focus on grammar, verb usage, and Francophone culture. It is recommended that students take French I and II in back to back semesters without extended interruptions. Students must have successfully completed French I with at least a C.
Credits: 1 Unit
Next in Sequence: French III-Honors
Prerequisites: French I
Recommendation(s): C or better in French I

French III Honors
Grade 10-12
This course is honors level and requires strong independent and interactive accountability. French III expands listening, speaking, reading, and writing skills with emphasis on the creation of real language use. Students read and interpret short Francophone literary texts, authentic materials, and media on familiar topics. Students must have completed French II with a minimum of a high C.
Credits: 1 Unit Honors
Next in Sequence: French IV-Honors
Prerequisites: French II
Recommendation(s): C or better in French II

French IV Honors
Grade 10-12
This course is honors level and requires strong independent and interactive accountability. In French IV, students work on advanced grammar and vocabulary in order to refine oral written expression. Students will also read and analyze French literature in order to study culture, civilization, and current events.
Credits: 1 Unit Honors
Prerequisites: French III-Honors
Recommendation(s): 77 or better in French III-Honors
Spanish I
Grade 9-12
Spanish I is an introduction to the study of the Spanish language and its cultures. Emphasis is placed on listening, speaking, reading, and writing with exposure to customs, lifestyles and Spanish-speaking cultures. Grammar is integrated throughout the course. It is recommended that students take Spanish I and II in back to back semesters without extended interruptions.
Credits: 1 Unit
Next in Sequence: Spanish II
Recommendation(s): 77 or better in English

Spanish II
Grade 9-12
Students must have successfully completed Spanish I with at least a C average. Spanish II is a continuation of the development of listening, speaking, reading, and writing skills with an increased focus on grammar, verb usage and Spanish-speaking cultures. It is recommended that students take Spanish I and II in back to back semesters without extended interruptions.
Credits: 1 Unit
Next in Sequence: Spanish III Honors
Prerequisites: Spanish I
Recommendation(s): 77 or better in Spanish I

Spanish III Honors
Grade 10-12
Students must have completed Spanish II with a C average. The course is Honors level and requires strong independent and interactive accountability. Spanish III expands listening, speaking, reading, and writing skills with emphasis on the creation of real language use. Students will focus on expanded cultural understanding and advanced grammar.
Credits: 1 Unit Honors
Next in Sequence: Spanish IV Honors
Prerequisites: Spanish II
Recommendation(s): 77 or better in Spanish II

Spanish IV Honors
Grade 10-12
Students must have completed Spanish III with a high C or better. The course is Honors level and requires strong independent and interactive accountability. Spanish IV focuses on Spanish civilization, art, and literature with continued refinement of grammar skills. Focus is on written language as this course is often independent study.
Credits: 1 Unit Honors
Next in Sequence: Spanish V Honors
Prerequisites: Spanish III Honors
Recommendation(s): 77 or better in Spanish III
Spanish V Honors
Grade 11-12
Spanish V Honors is an independent study course with a focus on expanded cultural understanding and advanced grammar concepts. Units are thematic with cumulative projects to demonstrate understanding. The course is Honors level and requires strong independent motivation and accountability.
Credits: 1 Unit Honors
Prerequisites: Spanish IV Honors
Recommendation(s): High C or better in Spanish IV Honors

HEALTHFUL LIVING

Girls & Boys Health & Physical Education
Grade 9
This course fulfills the requirement for graduation. This course has two major components: health and physical education. Health focuses on personal health, family living and alcohol/drug abuse. Physical education will consist of stretching, calisthenics, running and an activity each day. Activities will include team and individual sports.
Credits: 1 Unit
Preparation: Students must dress out
Next in Sequence: None required, Electives include Team Sports and Weight Training/Conditioning

Team Sports
Grade 10,11,12
This course emphasizes team sports: flag football, volleyball, basketball, softball, etc. Students are required to dress out and participate in physical activity on a daily basis.
Credits: 1 Unit
Prerequisites: Health and PE

Weight Training and Conditioning I,II,and III (Male or Female)
Grade 9-12
This course provides a means for the advanced student athlete to improve strength, flexibility, agility, and endurance through intensive weight training and skill development. Second semester ninth graders who have passed Health and PE first semester and have approval may take this course. The course includes three sequential levels but students may repeat the third level for credit as desired.
Credits: 1 Unit
Prerequisites: Health and PE
Recommendation(s): PE Teacher/Coach
Visual Arts I
Grade 9,10,11,12
This introductory art course will give students an opportunity to learn the basic principles of art and art vocabulary while receiving hands-on experience in the following media: drawing, painting, block printing, 2D design, and art history. This course is open to all students, but is mostly a freshman class.
Credits: 1 Unit
Preparation: Expect to pay $15 for supplies
Next in Sequence: Art II

Visual Arts II
Grade 10,11,12
Art II is a continuation of Art I, designed for students who wish to advance their knowledge in the visual arts. Students will receive hands-on experience in the following media: drawing (human form), painting, art history, 2D design, vocabulary, sculpture, and ceramics (potter’s wheel).
Credit: 1 Unit
Preparation: Expect to pay $20 for supplies
Next in Sequence: Art III
Prerequisites: 77 or better in Art I

Visual Arts III Honors
Grade 11-12
This honors level course is designed for advanced art students. Students will receive hands on experience in: Darkroom & Digital Photography, Computer Graphics (Adobe Photo & FreeHand MX), and Independent Practice. Students will also keep a daily sketchbook, which will be reviewed weekly. In addition, to receive honors credit, students must earn 10 community service hours in the visual arts. This can be achieved by joining the BHS Art Guild, working in a local gallery, or helping the TC Arts Council.
Credits: 1 Unit Honors
Preparation: Expect to pay $20 for supplies and have access to a 35mm SLR camera
Next in Sequence: Art IV
Prerequisites: 85 or higher in Art II and teacher approval
Recommendation(s): Graphics I or Drafting I

Visual Arts IV Honors
Grade 12
Art IV Honors is designed for students who plan to take AP Art second semester. In this course students will continue to develop their own artistic paths while learning new techniques. Also, Art IV is designed to be a preparation for AP Studio Art. Expect to keep a daily sketchbook and some home projects. In addition, to receive honors credit students must earn 8 community service hours in the visual arts. This can be achieved by joining the BHS Art Guild, working in a local gallery, helping the TC Arts Council, or some other art based organization. Supply fees are based on individual artistic paths.
Credits: 1 Unit Honors
Preparation: Supply Fees
Next in Sequence: AP Studio Art
Prerequisites: 85 or better in Art III, Teacher Approval, Strong Work Ethic
Recommendation(s): Good Work Ethics

**AP Studio Art**
Grade 12
AP Studio Art is intended for students who have a strong interest in majoring in an art related field in college. In this course, students have a choice of 3 paths (portfolios), 2-D Design, Drawing, or 3-D Design. Students will create their own artistic path based on their portfolio choice. A minimum of 24 original art pieces have to be created in order to meet the national AP requirements. Students have an opportunity to receive college credit if they score a 3 or higher on the portfolio. Additionally, students will learn basic art gallery presentation skills by means of a senior art exhibit. Strong work ethic is a must. Supply fees are based on artistic paths.
Credits: 1 Unit AP Credit, college credit is possible based on portfolio score
Preparation: Supply Fees
Prerequisites: Required Art IV, Approval
Recommendation(s): Good Work Ethic

**Vocal Music I**
Grade 9,10,11,12
Vocal Music I, or Chorale, is an introductory course in vocal music and techniques. Students with an interest in choral music with limited background in music are encouraged to participate.
Credits: 1 Units
Preparation: Limited music background
Next in Sequence: Concert Chorus (Vocal Music II)
Prerequisites: Interest in vocal music

**Concert Chorus**
Grade 10,11,12
Students will develop their musical skills in advanced vocal technique, sight singing, and ensemble performance. Chorus members will be involved in numerous concerts outside of school and will perform in madrigal dinners and the spring musical. Sign up for both first and second semesters. Honor credit is available for seniors who qualify.
Credits: 1 Unit
Preparation: Strong interest in vocal music
Next in Sequence: Vocal Music III
Prerequisites: Audition

**Color Guard (First Semester Only)**
Grade 9,10,11,12
Students will learn the fundamentals of all equipment the color guard uses, as well as some dance basics. They will perform as a part of the Marching Band at contests, and football games. The color guard maintains an active performance schedule that requires some performances and rehearsals after school. Students will be expected to purchase and maintain uniforms and equipment.
Credits: 1 Unit
Prerequisite: Audition
**Concert Band**
This ensemble studies literature for band with an emphasis on performance and sight reading skills. Marching Band rehearsals alternate with Concert band rehearsals for a portion of the first semester, and the Jazz Band will be selected from this group after Marching Band season ends. The Concert Band maintains an active performance schedule during and outside of school. Sign up for both 1st and 2nd semesters.
Credits: 1 Unit
Preparation: Instrumental music background
Prerequisites: Band/Teacher Approval

**Wind Ensemble**
Grade 9,10,11,12
This ensemble is for more advanced instrumentalists who wish to further their musical skills by studying more advanced literature for band. Marching Band rehearsals alternate with Wind Ensemble rehearsals for a portion of the first semester, and the Jazz Band will be selected from this group after Marching Band season ends. The Wind Ensemble maintains an active performance schedule during and outside of school. Sign up for both first and second semesters. Honors credit is available for seniors who qualify.
Credits: 1 Unit
Preparation: Instrumental music background
Prerequisites: Band/Teacher Approval

**Percussion (2nd semester only)**
Grade 9,10,11,12
This is a second semester class for percussion players who were in Band class first semester. Students will build upon what they learned first semester and further develop their musical skills by studying more advanced literature for Percussion. This class also maintains an active performance schedule that requires some performances and rehearsals after school. Honors Credit is available for Juniors and Seniors who qualify.
Credits: 1 Unit
Preparation: Instrumental music background
Prerequisites: Band/Teacher Approval

**Theater Arts I**
Grade 9,10,11,12
This course will be an introduction to theatre literature and history. Students will develop acting skills and will perform in a minimum of one theatrical presentation.
Credits: 1 Unit
Next in Sequence: Theater II or Technical Theatre I

**Theater Arts II**
Grade 10,11,12
While continuing studies and exploration of literature and history, students will develop advanced acting skills and will perform in presentations plus participate in the school musical and competition theatre when offered.
Credits: 1 Unit
Next in Sequence: Theater III or Technical Theatre I
Prerequisite: Theatre I/Audition
Theatre Arts III
Grade 11,12
While continuing studies and exploration of literature and history, students will develop advanced acting skills and will perform in presentations plus participate in the school musical and competition theatre when offered. Membership in Thespians is encouraged.
Credit: 1 Unit
Next in Sequence: Theatre IV
Prerequisite: Theater II/Audition

CAREER AND TECHNICAL EDUCATION

Transylvania County Schools Career Technical Education (CTE)
Course and Program Information

Welcome to the Career and Technical Education Course Descriptions Handbook. This document contains descriptions and other information designed to assist students and parents in making the best decisions possible for a successful future.

All Career and Technical Education programs have work-based learning strategies appropriate for the courses available to students. These work-based learning strategies may include: field trips, shadowing, program specific projects, paid and/or unpaid internships, and supervised learning experiences. These opportunities are used to enhance learning experiences and do not take the place of required coursework for graduation.

Supervised learning experiences and Career-Technical Student Organizations (CTSO) leadership activities are integral components of the programs and courses and provide many opportunities for practical application of instructional competencies.

CTSO Opportunities include:
DECA – Marketing
FBLA – Business
FCCLA – Family and Consumer Sciences
FFA – Agriculture
HOSA – Health Occupations
Skills USA – Trade and Industrial

Students in Transylvania County Schools pursuing a Future Ready Course of Study or a combined University/College Tech Prep Course of Study must complete at least four units of Career & Technical Education credit in a career cluster, with at least one course being a completer level course.

Please note: Some courses and programs are only offered at one campus. Students may take courses at any campus. If a desired course is not offered at one of our campuses, students may take that course or courses at another other school. Students are responsible for their own transportation to and from another campus. Students are encouraged to check with the Principal or Assistant Principal and the Guidance
Department for course selections at other campuses. Students may also discuss their interests and selections with the Career Development Coordinator.

**Additional:** Courses listed herein with low numbers after registration may not be offered at any campus for the upcoming year. Students should be aware that course availability is dependent upon registration and pathway/cluster requirements. Cancellation of a particular course can result from low registration numbers. Up to date information about CTE courses can be found online at [http://www.ncpublicschools.org/cte](http://www.ncpublicschools.org/cte)

### Agriculture Education

**AU10 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. 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.

**Prerequisite:** None.
**Note:** This is a recommended course for 9th graders interested in Agriculture Education. - 1 credit

**AP41 Horticulture I**  
(Fall semester only)
This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, career opportunities, and leadership development. Skills in biology, chemistry, and algebra are reinforced in this course. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

**Prerequisite:** None - 1 credit. Students are encouraged to take Agriscience Applications prior to this course.

**AP42 Horticulture II**  
(Spring Semester Only)
This course covers instruction that expands the scientific knowledge and skills to include more advanced scientific computations, and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf-grass management, career planning, and leadership/personal development. Skills in biology, chemistry, and algebra are reinforced in this class. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.

**Prerequisite:** Horticulture I - 1 credit

**AA21 Animal Science I**  
(Fall Semester Only)
This course provides instruction focused on the basic scientific principles and processes that are involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. Skills in biology, chemistry, and algebra are reinforced in this course. Supervised agricultural experience programs and FFA leadership activities are integral components of
the course and provide many opportunities for practical application of instructional competencies. Students are encouraged to take Agriscience Applications prior to this course.

**Prerequisite:** None - 1 credit

### AA22 Animal Science II
(Spring Semester Only)
This course covers instruction that expands upon the scientific knowledge and skills developed in Animal Science I to include more advanced scientific, computation, and communication skills are developed in animal science. Topics include animal waste management, animal science economics, and decision-making, global concerns in the industry, genetics, and breeding. Content knowledge in biology, chemistry, and algebra are reinforced in this class. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies

**Prerequisites:** AA21 Animal Science I - 1 credit

### AN51 Environmental and Natural Resources I
This course provides an introduction to environmental studies, which includes topics of instruction in renewable and non-renewable natural resources, history of the environment, personal development, water and air quality, waste management, land use regulations, soils, meteorology, fisheries, forestry, and wildlife habitat. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies. Students are encouraged to take Agriscience Applications prior to this course.

**Prerequisite:** None - 1 credit

### ANS2 Environmental and Natural Resources II
This course covers instruction in best management practices in methods of environmental monitoring and conservation, air and water regulations, sampling methodologies, prescribing conservation techniques, and wildlife and forestry management. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies

**Prerequisite:** AN51 Environmental and Natural Resources I - 1 credit

### Business & Information Technologies Education

### BM10 Microsoft IT Academy: Word and Power Point
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 and share, as well as, create complex documents and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize and deliver presentations. English language arts are reinforced. Work based learning strategies appropriate for this course include, cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course can help prepare students for the Microsoft Office Specialist (MOS) in Word and/or PowerPoint. **Prerequisite:** None - 1 credit
BM20 Microsoft IT Academy: Excel and Access
Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting-edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is designed to help students use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. In the second part of the class students will learn how to create and work with a database and its objects by using the new and improved features in newest version of Microsoft Access. Students will learn how to create, modify, and locate information as well as how to create programmable. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Cooperative education is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course helps prepare students for the Microsoft Office Specialist (MOS) in Excel and/or Access.
Prerequisite: None. - 1 credit

BD10 Multimedia and Web Design
This course focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication skills and critical thinking are reinforced through software applications. English language skills are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, school based enterprise, service learning, field trips, 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. Prerequisite: BM10 Microsoft Word/PowerPoint - 1 credit

BF05 Personal Finance
Personal Finance 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. Work-based learning experiences appropriate work-based learning strategies include mentorship, school-based enterprise, service learning, and job shadowing. Related activities in DECA, FBLA, and FCCLA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experience.
Prerequisite: None - 1 credit

BF10 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. 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 and FBLA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Prerequisite: None - 1 credit
**BB30 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. 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 competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**Prerequisite:** BF10 Principles of Business; Recommended for 10th grade and above  - 1 credit

**ME11 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. 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.

**Prerequisite:** MM51 Marketing OR BF05 Personal Finance OR BF10 Principles of Business – 1 credit

**CS11 Project Management I**
This course will introduce students to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring, controlling, and closing a project in authentic situations. Art, English language arts, and mathematics are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA, FFA, FBLA, FCCLA, SkillsUSA, and TSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**No Prerequisite.** - 1 credit

**Family and Consumer Sciences Education**

**FN41 Foods I**
This course examines nutritional needs of the individual. Emphasis is placed on the relationship of diet to health and on the selection of food to satisfy needs. Skills in science and mathematics are reinforced in this course. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

**Prerequisite:** None  - 1 credit

**FN42 Foods II – Enterprise**
This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation receive special emphasis, with students taking the exam for the ServSafe credential from the National Restaurant Association. Students develop skills
in preparing foods such as beverages, salads and dressing, yeast breads, and cake fillings and frostings. A real or simulated in-school food business component allows students to apply instructional strategies and workplace readiness skills to an authentic experience. FCCLA leadership activities provide the opportunity to apply instructional competencies and workplace readiness skills to authentic experiences.

**Prerequisite: FN41 Foods I OR FH21 Culinary Arts - 1 credit**

**Health Science Education**

HU40 Health Science I
This course focuses on human anatomy, physiology, human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of the human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Apprenticeships and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide opportunity to apply essential standards and workplace readiness skills through authentic experiences. **Biology is recommended as preparation for this course. Recommended for 10th grade; 1 credit**

HU42 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 related to the Health Science Career Clusters and the health care core standards. American Heart Association guidelines will be used for CPR and first aid training. Skills in science, mathematics, communications, and health are integrated in this course. There is no clinical for this course. The next course in the sequence is Nursing Fundamentals. 

**Prerequisite: Grade of B or better in Health Sciences I, strong work ethic, and teacher recommendation. Recommended for 11th grade.**

HU43 Honors Nursing Fundamentals
This course is designed for students interested in medical careers where personal care and basic nursing skills are used. This course is an enhanced adaptation of the North Carolina Division of Health Service Regulation (DHSR) Nurse Aide I (NAI) curriculum and helps prepare students for the National Nurse Aide Assessment (NNAAP). Students who pass the NNAAP become listed on the NC NAI Registry. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include a required clinical internship in a long-term care agency. Healthcare agencies may require testing for tuberculosis and/or other diseases, drug testing, and a criminal record check. Students must provide their own transportation and pay for background checks, uniforms, and Health Care Provider immunizations. Cooperative education is not available for this course. HOSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**Prerequisite: Grade of B or better in Health Science II, strong work ethic, and teacher recommendation. – 2 blocks, 2 honors credits**
HH32 Honors Pharmacy Technician
This course has self-paced, on-line instruction designed to prepare high school seniors for a pharmacy technician career. Topics included in this course are federal law, medication used in major body systems, calculations, and pharmacy operations. Mathematics is reinforced in this course. Work-based learning strategies appropriate for this course include an apprenticeship, cooperative education, internship, or mentorship. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course is accredited by the Accreditation Council for Pharmacy Education (ACPE). Upon successful completion of this course and after graduation, the student is eligible to take the Pharmacy Technician Certification Board (PTCB) exam, a national certification exam.
Prerequisite: Grade of B or better in Health Science II, strong work ethic, and teacher recommendation. 1 honors credit

Marketing and Entrepreneurship Education

MM51 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. 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.
Prerequisite: None -1 credit

MM52 Marketing Management
This course is designed to continue the foundations covered in Marketing or Fashion Merchandising. Topics of study include recruiting, hiring, training and evaluating employees; information management; purchasing; pricing; ethics; sales management; and financing. Skills in math, human relations, communications, and technical writing are reinforced. 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 leadership activities, meetings, conferences, and competitions provide many opportunities for application of instructional competencies.
Prerequisite: Marketing or Fashion Merchandising -1 credit

MH42 Hospitality and Tourism
In this course, students acquire understanding of the economic impact and marketing strategies for hospitality and tourism destinations. Emphasis is on destination complexity, customer relations, economics, legal and ethical responsibilities, safety and security, and tourism promotion. English/language arts, mathematics, social studies and technology are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. DECA (an association for Marketing Education students) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
Prerequisite: MM51 Marketing or BF10 Principles of Business and Finance or MH31 Sports and Entertainment Marketing I = 1 Credit
Recommended for 10th grade and above - 1 credit

MH31 Sports and Entertainment Marketing I
In this course, students are introduced to the industry of sports, entertainment, and event marketing. Students acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; human relations; and safety and security. Mathematics and social studies are reinforced. 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.
Prerequisite: None = 1 credit

MH32 Sports and Entertainment Marketing II
In this course, students acquire an understanding of selling, promotion, and market planning of sports, entertainment, and event marketing. English/language arts, mathematics and social studies are reinforced. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning, and job shadowing. Apprenticeship is not available for this course. 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.
Prerequisite: MH31 Sports and Entertainment Marketing I = 1 Credit

Trade and Industrial Education

IU10 Introduction to Trade and Industry
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 a systems approach, including those 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. 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.
Prerequisite: None - 1 credit Feeds Carpentry I, Drafting I, and Masonry I

IC00 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. 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.

**Prerequisite: Recommended for 9th grade – 1 credit**  Feeds Carpentry I, Drafting I, and Masonry I

**IC21 Carpentry I**
This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on development of introductory skills. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) 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.

**Prerequisite: IC00 Core and Sustainable Construction = 1 Credit**

**IC22 Carpentry II**
This course covers additional technical aspects of carpentry with emphasis on development of intermediate skills. The course content includes floor systems, wall and ceiling framing, roof framing, introductions to concrete, reinforcing materials and forms, windows and exterior doors, and basic stair layout. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.

**Prerequisite: IC21 Carpentry I = 1 Credit**

**IC23 Carpentry III**
This course develops advanced technical aspects of carpentry with emphasis on development of skills. The course content includes roofing applications, thermal and moisture protection, exterior finishing, cold formed steel framing and drywall installations. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.

**Prerequisite: IC22 Carpentry II = 1 Credit**

**IC61 Drafting I**
This course introduces students to the use of graphic tools used to communicate and understand ideas found in the areas of architecture, manufacturing and engineering. Topics include problem-solving strategies, sketching, geometric construction techniques, CAD (computer aided drafting), orthographic projection, and oblique and isometric drawings. Several hands on projects are used to reinforce skills in problem solving, leadership, and communication.

**Prerequisite: None - 1 credit**
**IC62 Drafting II - Architectural**
This course is focused on the concepts and graphic tools used in the field of architecture, structural systems, and construction trades. Students will design their own floor plans, wall sections, and elevations using CAD. The 3D modeling program, REVIT, will be introduced in this course. Mathematics and visual design concepts are reinforced.

**Prerequisite:** Drafting I - 1 credit

**IC63 Drafting III – Architectural**
This course introduces students to advanced architectural design concepts. CAD will be used in the design and execution of site and foundation plans and detail drawings of stairs and wall sections. Students will create a 3D model and a physical model of a house of their own design.

**Prerequisite:** Drafting II – Architectural - 1 credit

**IV22 Drafting II - Engineering**
This course focuses on engineering graphics introducing the student to working drawings, industry standards, and sectioning techniques. Topics include machine processes and the construction of 3-D models using CAD. Hands-on work experiences including mousetrap powered vehicles and Rube Goldberg devices enhance classroom instruction and career development. 3D printing is introduced at this level.

**Prerequisite:** Drafting I 1 credit

**IV23 Drafting III – Engineering**
This course introduces the student to advanced engineering concepts. Using CAD tools, topics studied include descriptive geometry, geometric tolerancing, and advanced engineering design concepts such as solid modeling. Hands-on work experiences including 3D cars and Rube Goldberg devices enhance classroom instruction and career development. Opportunities for 3D printing students’ own designs are readily available.

**Prerequisite:** Drafting II - Engineering II - 1 credit

**IC11 Masonry I**
This course covers basic masonry terminology and develops technical aspects of masonry with emphasis on development of introductory skills. This course introduces the nature of masonry technology, materials and supplies, and employability skills. Topics include safety, layout, tools, leveling, plumbing, use of straight-edge, and jointing brick and block in wall construction. Mathematics and English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**Prerequisite:** IC00 Core and Sustainable Construction above =1 Credit

**IC12 Masonry II**
This course builds on skills mastered in Masonry I and provides advanced masonry skills including measurements, drawing and specifications, mortar, masonry units, and installation techniques. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. Geometry is recommended as preparation for this course. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.
Prerequisite: IC11 Masonry I = 1 Credit

IC13 Masonry III
This course develops advanced technical aspects of Masonry with emphasis on development of skills introduced in Masonry II. The course content includes residential plans and drawing interpretation, residential masonry, grout and other reinforcement, and metalwork in masonry. Introductory skills for the Crew Leader are also introduced in this course. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER) certification. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.
Prerequisite: IC12 Masonry II, please discuss with instructor prior to registration. = 1 Credit

IA31 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. 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.
Prerequisites: None = 1 Credit

IA32 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, 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 to apply essential standards and workplace readiness skills through authentic experiences.
Prerequisites: IA31 Digital Media = 1 Credit

IM61 Welding Technology I
This course covers basic industrial and construction welding practices, occupation characteristics, and employment opportunities. Topics include safety, tools and equipment, print reading, measurement, thermal cutting processes, basemetal preparation and shielded metal arc welding (SMAW). Arts, English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.
Prerequisites: None = 1 Credit

IM62 Welding Technology II
This course introduces advanced welding and cutting practices used in industry and construction and emphasizes hands-on experience. Topics include safety, plasma arc cutting (PAC), inspection, weld fit-up and testing, metal
properties, and shielded metal (SMAW) arc welding. Arts, English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.

**Prerequisites:** IM61 Welding I = 1 Credit

**CTE Advanced Studies**  
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 must submit a proposal for their project within the first 10 school days of the semester.** 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.

**Prerequisites:** Two technical credits in one career cluster = 1 Credit (Not an Honors Credit)

**CS97 CTE Internship (135 Hours)**  
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.

**Prerequisite:** CTE Director Approval = 1 Credit

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

**Prerequisite:** None = credit dependent on institution awarding credit.

If you are interested in the following CTE courses, offered only at Rosman High please see your counselor.

- Health Team Relations; Foods II Science; Apparel I; Apparel II
Other BRCC courses may be available to students based on Career and College Promise pathway eligibility and demonstrated college readiness. A complete list is available at [http://www.blueridge.edu/academics/course-schedules](http://www.blueridge.edu/academics/course-schedules)

### Associate in Arts Pathway
### Associate in Science Pathway
### 2015-2016

These courses are available to all NC juniors and seniors with a weighted GPA of 3.0 who demonstrates college readiness from an assessment or placement test in English, reading, and mathematics. Participation requires progress toward high school graduation and a 2.0 GPA in college coursework after completion of two college classes. Students are exempt from tuition, but required to pay fees, books, and supplies.

**Fall Semester 2015 and Spring Semester 2016**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Schedule</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ART-111</td>
<td>Art Appreciation</td>
<td>3</td>
<td>Monday and Wednesday, 2-3:15 p.m.; BRCC Transylvania Campus</td>
<td></td>
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<tr>
<td></td>
<td>This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</td>
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<tr>
<td>*ECO-251</td>
<td>Prin. of Microeconomics (Spring Semester)</td>
<td>3</td>
<td>Online Course</td>
<td></td>
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<tr>
<td></td>
<td>This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.</td>
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<tr>
<td>*ECO-252</td>
<td>Prin. Of Macroeconomics (Fall Semester)</td>
<td>3</td>
<td>Online Course</td>
<td></td>
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<tr>
<td></td>
<td>This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic though: aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. This course has been approved to satisfy the Universal General Education Transfer Component of the Comprehensive Articulation Agreement general education social/behavioral science requirement for the Associate in Arts and the Associate in Science Degree.</td>
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<tr>
<td>*ENG-111</td>
<td>Expository Writing</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tuesday and Thursday, 8-9:15 a.m.; BRCC Transylvania Campus
This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course will also teach the process of academic research emphasizing MLA documentation. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English Composition.

*PSY-150 General Psychology 3 Credit Hours
Monday and Wednesday, 2-3:15 p.m.; BRCC Transylvania Campus
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

*SOC-210 Introduction to Sociology 3 Credit Hours
Tuesday and Thursday, 2-3:15 p.m.; BRCC Transylvania Campus
This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization and conflict, social methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

Costs:
Tuition - Free
Fees – approximately $40 per semester
Textbooks available through College Bookstore

*These courses will count as honors (5.0) weighted electives for high school graduation.

*Demonstrate college readiness from an assessment or placement test in English, reading, and mathematics.
These courses are available to all NC juniors and seniors with a weighted GPA of 3.0 OR the recommendation of the high school principal or designee. Participation requires progress toward high school graduation and a 2.0 GPA in college coursework after completion of two college classes. Students are exempt from tuition, but required to pay fees, books, and supplies.

Courses are taught at Blue Ridge Community College, Transylvania Campus.

Fall Semester 2015 and Spring Semester 2016

*ASL-111/181 Elementary ASL I (Hybrid) 4 Credit Hours
Monday-Thursday, 2-3:30 p.m. (Fall Semester: August-October)
Monday-Thursday, 2-3:30 p.m. (Spring Semester: January-March)
This course introduces the fundamental elements of American Sign Language within a cultural context. Emphasis is placed on the development of basic expressive and receptive skills. Upon completion, students will be able to comprehend and respond with grammatical accuracy to expressive American Sign Language and demonstrate cultural awareness. This course has been approved to satisfy the comprehensive articulation agreement general education core requirement in humanities/fine arts.

*ASL-112/182 Elementary ASL II 4 Credit Hours
Prerequisite: ASL 111/181
Monday-Thursday, 2-3:30 p.m. (Fall Semester: October-December)
Monday-Thursday, 2-3:30 p.m. (Spring Semester: March-May)
This course is a continuation of ASL 111 focusing on the fundamental elements of American Sign Language in a cultural context. Emphasis is placed on the progressive development of expressive and receptive skills. Upon completion, students should be able to comprehend and respond with increasing accuracy to expressive American Sign Language and demonstrate cultural awareness. This course has been approved to satisfy the comprehensive articulation agreement general education core requirement in humanities/fine arts.

Costs:
Tuition - Free
Fees – approximately $40 per semester
Textbooks are available through College Bookstore

*These courses will count as honors (5.0) weighted electives for high school graduation.
Business Administration Pathway  
Online Courses  
2015-2016

These courses are available to all NC juniors and seniors with a weighted GPA of 3.0 OR the recommendation of the high school principal or designee. Participation requires progress toward high school graduation and a 2.0 GPA in college coursework after completion of two college classes. Students are exempt from tuition, but required to pay fees, books, and supplies.

**BUS-110**  
Introduction to Business (Fall & Spring Semesters)  
3 Credit Hours

Online Course

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

**BUS-137**  
Principles of Management (Spring Semester)  
3 Credit Hours

Online Course

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**CIS-110**  
Introduction to Computers (Fall & Spring Semesters)  
3 Credit Hours

Online Course

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 sciences/mathematics (quantitative Option).

**MKT-120**  
Principles of Marketing (Fall Semester)  
3 Credit Hours

Online Course

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

**Costs:**

Tuition - Free  
Fees – approximately $15 per semester  
Textbooks available through College Bookstore

*These courses will count as honors (5.0) weighted electives for high school graduation.*
These courses are available to all NC juniors and seniors with a weighted GPA of 3.0 OR the recommendation of the high school principal or designee. Participation requires progress toward high school graduation and a 2.0 GPA in college coursework after completion of two college classes. Students are exempt from tuition, but required to pay fees and supplies.

**Fall Semester 2015**

**CJC-111 Intro to Criminal Justice (Hybrid) 3 Credit Hours**
**Monday and Wednesday, 2-2:50 p.m.; BRCC Transylvania Campus**
This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**CJC-221 Investigative Principles (Hybrid) 4 Credit Hours**
**Tuesday and Thursday, 2-2:50 p.m.; BRCC Transylvania Campus**
This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation and courtroom presentation.

**Spring Semester 2016**

**CJC-212 Ethics and Community Relations (Hybrid) 3 Credit Hours**
**Monday and Wednesday, 2-2:50 p.m.; BRCC Transylvania Campus**
This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professions. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

**CJC-131 Criminal Law (Hybrid) 3 Credit Hours**
**Tuesday and Thursday, 2-2:50 p.m.; BRCC Transylvania Campus**
This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statues/elements.

**Costs:**
Tuition - Free
Fees – approximately $40 per semester
Textbooks provided by Transylvania County Schools
Early Childhood Education Pathways
Online Courses
2015-2016

These courses are available to all NC juniors and seniors with a weighted GPA of 3.0 OR the recommendation of the high school principal or designee. Participation requires progress toward high school graduation and a 2.0 GPA in college coursework after completion of two college classes. Students are exempt from tuition, but required to pay fees and supplies.

Education-Infant and Toddler Pathway

Fall Semester 2015 (Online)

EDU-119 Intro to Early Child Education 4 Credit Hours
*EDU-144 Child Development I 3 Credit Hours
*EDU-153 Health, Safety, & Nutrition 3 Credit Hours

Spring Semester 2016 (Online)

*EDU-131 Child, Family, & Community 3 Credit Hours
*EDU-234 Infants, Toddler & Twos 3 Credit Hours

Education-Preschool Pathway

Fall Semester 2015 (Online)

EDU-119 Intro to Early Child Education 4 Credit Hours
*EDU-146 Child Guidance 3 Credit Hours
*EDU-153 Health, Safety, and Nutrition 3 Credit Hours

Spring Semester 2016 (Online)

*EDU-131 Child, Family, & Community 3 Credit Hours
*EDU-145 Child Development II 3 Credit Hours

Costs:
Tuition - Free
Fees – approximately $20 per semester
Textbooks available through College Bookstore

*Demonstrate college readiness on an assessment or placement test in English and reading.
These courses are available to all NC juniors and seniors with a weighted GPA of 3.0 OR the recommendation of the high school principal or designee. Participation requires progress toward high school graduation and a 2.0 GPA in college coursework after completion of two college classes. Students are exempt from tuition, but required to pay fees and supplies.

**Fall Semester 2015**

**FIP-120 Introduction to Fire Protection (Online) 3 Credit Hours**
This course provides an overview of the history, development, methods, systems, and regulations as they apply to the fire protection field. Topics include history, evolution, statistics, suppression, organizations, careers, curriculum, and other related topics. Upon completion, students should be able to demonstrate a broad understanding of the fire protection field.

**FIP-124 Fire Prevention and Public Education (Online) 3 Credit Hours**
This course introduces fire prevention concepts as they relate to community and industrial operations. Topics include the development and maintenance of fire prevention programs, educational programs, and inspection programs. Upon completion, students should be able to research, develop, and present a fire safety program to a citizens or industrial group, meeting NFPA 1021.

**Spring Semester 2016**

**FIP-132 Building Construction (Online) 3 Credit Hours**
This course covers the principles and practices related to various types of building construction, including residential and commercial, as impacted by fire conditions. Topics include types of construction and related elements, fire resistive aspects of construction materials, building codes, collapse, and other related topics. Upon completion, students should be able to understand and recognize various types of construction as related to fire conditions meeting NFPA 1021.

**FIP-146 Fire Protection Systems (Online) 4 Credit Hours**
This course introduces various types of automatic sprinklers, standpipes, fire alarm systems, and fixed and portable extinguishing systems referenced to NFPA standard 25, including their operation, installation, and maintenance. Topics include wet and dry systems, testing and maintenance, water supply requirements, fire detection and alarm systems, including application, testing, and maintenance of Halon, carbon dioxide, dry chemical, and special extinguishing agents utilized in fixed and portable systems. Upon completion, students should be able to demonstrate a working knowledge of sprinkler and alarm systems, both fixed and portable, including appropriate application, operation, inspection, and maintenance requirements.

**Costs:**
Tuition - Free
Fees – approximately $15 per semester
Textbooks provided by Transylvania County Schools
Automotive Systems Technology
2015-2016

These courses are available to all NC juniors and seniors with a weighted GPA of 3.0 OR the recommendation of the high school principal or designee. Participation requires progress toward high school graduation and a 2.0 GPA in college coursework after completion of two college classes. Students are exempt from tuition, but required to pay fees and supplies.

Courses are taught at Blue Ridge Community College Transylvania Campus.

Fall Semester 2015
Monday-Friday, 12-3:10 p.m.
AUT-141 Suspension & Steering Sys 3 Credit Hours
AUT-141A Suspension & Steering Lab 1 Credit Hour
AUT-181 Engine Performance I 3 Credit Hours
AUT-181A Engine Performance I Lab 1 Credit Hour

Spring Semester 2016
Monday-Friday, 12-3:10 p.m.
AUT-183 Engine Performance 4 Credit Hours
TRN-140 Transport Climate Control 2 Credit Hours
TRN-140A Transport Climate Control Lab 2 Credit Hours

Costs:
Tuition - Free
Fees – approximately $40 per semester
Lab Fees – approximately $50 per semester
Textbooks provided by Transylvania County Schools
Tools - Required tools approximately $240
These courses are available to all NC juniors and seniors with a weighted GPA of 3.0 OR the recommendation of the high school principal or designee. Participation requires progress toward high school graduation and a 2.0 GPA in college coursework after completion of two college classes. Students are exempt from tuition, but required to pay fees and supplies.

Courses are taught at Brevard High School. Classes meet Monday through Friday for the full school year.

**Fall Semester 2015 – Second Block**
MAC-111 Machining Technology I (Hybrid) 6 Credit Hours
This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout drilling, sawing, turning, and milling.

**Spring Semester 2016 – Second Block**
MAC-112 Machining Technology II (Hybrid) 6 Credit Hours
This course provides additional instruction and practice in the use of precision measuring tools, lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completion, students should be able to perform basic procedures on precision grinders and advanced operations of measuring, layout, drilling, sawing, turning, and milling.

**Costs:**
- Tuition – Free
- Textbooks provided by Transylvania County Schools
- Lab Fees – may be required
Mechatronics Engineering Technology
2015-2016

These courses are available to all NC juniors and seniors with a weighted GPA of 3.0 OR the recommendation of the high school principal or designee. Participation requires progress toward high school graduation and a 2.0 GPA in college coursework after completion of two college classes. Students are exempt from tuition, but required to pay fees and supplies.

*Courses are taught at Brevard High School. Classes meet Monday through Friday for the full school year.*

The Mechatronics Engineering Technology curriculum is designed to prepare individuals for jobs requiring electrical, mechanical, and computer skills necessary to work on computer controlled electro-mechanical systems with embedded electronics, sensors and actuators found in manufacturing environments.

**Fall Semester 2015 – Fourth Block**

**EGR-125**  Appl Software for Tech (Web-Based)  2 Credit Hours
This course introduces personal computer software and teaches students how to customize the software for technical applications. Emphasis is placed on the use of common office applications software programs such as spreadsheets, word processing, graphics, and internet access. Upon completion, students should be able to demonstrate competency in using applications software to solve technical problems and communicate the results in text and graphical formats.

**EGR-150**  Intro to Engineering  2 Credit Hours
This course is an overview of the engineering profession. Topics include goal setting and career assessment, ethics, public safety, the engineering method and design process, written and oral communication, interpersonal skills and team building, and computer applications. Upon completion, students should be able to understand the engineering process, the engineering profession, and utilize college resources to meet their education goals.

**Spring Semester 2016 – Fourth Block**

**ELC-128**  Introduction to PLC  3 Credit Hours
This course introduces the programmable logic controller (PLC) and the associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLCs and create simple programs.

**ISC-112**  Industrial Safety (Hybrid)  2 Credit Hours
This course introduces the principles of industrial safety. Emphasis is placed on industrial safety, OSHA, and environmental regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance.

**Costs:**
Tuition - Free
Textbooks provided by Transylvania County Schools
These courses are available to all NC juniors and seniors with a weighted GPA of 3.0 OR the recommendation of the high school principal or designee. Participation requires progress toward high school graduation and a 2.0 GPA in college coursework after completion of two college classes. Students are exempt from tuition, but required to pay fees and supplies.

Courses are taught at Brevard High School. Classes meet Monday through Friday for the full school year.

### Fall Semester 2015 – Third and Fourth Blocks

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLD-110</td>
<td>Cutting Processes</td>
<td>2</td>
</tr>
<tr>
<td>WLD-115</td>
<td>SMAW (Stick) Plate</td>
<td>5</td>
</tr>
</tbody>
</table>

WLD-110 Cutting Processes
This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness. A lab fee is required.

WLD-115 SMAW (Stick) Plate
This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes. A lab fee is required.

### Spring Semester 2016 – Third and Fourth Blocks

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLD-121</td>
<td>GMAW(MIG) FCAW/Plate</td>
<td>4</td>
</tr>
<tr>
<td>WLD-131</td>
<td>GTAW (TIG) Plate</td>
<td>4</td>
</tr>
</tbody>
</table>

WLD-121 GMAW(MIG) FCAW/Plate
This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions. A lab fee is required.

WLD-131 GTAW (TIG) Plate
This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials. A lab fee is required.

**Costs:**
- Tuition - Free
- Textbooks provided by Transylvania County Schools
- Lab Fees - may be required

**Students must have work clothing:**
- Ankle high or above leather work books (steel toe not required)
- Blue jeans, Duck Head, Carhartt or any type heavy cotton pants
- Heavy cotton, long-sleeve shirt or jacket

*No polyester, No nylon, No plastic of any type, hence no athletic shoes*
<table>
<thead>
<tr>
<th>10th Grade</th>
<th>10th Grade (cont)</th>
<th>11th Grade</th>
<th>11th Grade (cont)</th>
<th>12th Grade</th>
<th>12th Grade (cont)</th>
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<tbody>
<tr>
<td>Arabic I</td>
<td>Success 101</td>
<td>AP Computer Science A</td>
<td>Mandarin Chinese III-Honors</td>
<td>AP Calculus BC</td>
<td>Latin I</td>
</tr>
<tr>
<td>Arabic II</td>
<td>Videography (intermediate)</td>
<td>AP German V</td>
<td>Mandarin Chinese IV-Honors</td>
<td>AP Computer Science A</td>
<td>Latin II</td>
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<tr>
<td>German I</td>
<td></td>
<td>Art of Digital Photography (Intermediate)</td>
<td>Russian II</td>
<td>AP Human Geography</td>
<td>Mandarin Chinese I</td>
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<td>German II</td>
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<td>German I</td>
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<td>Mandarin Chinese II</td>
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<tr>
<td>Japanese I</td>
<td>Music Appreciation</td>
<td>German II</td>
<td></td>
<td>AP Physics B</td>
<td>Mandarin Chinese III-Honors</td>
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<tr>
<td>Japanese II</td>
<td>Music Business and Recording</td>
<td>German III - Honors</td>
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<td>AP Psychology</td>
<td>Mandarin Chinese IV-Honors</td>
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<td>Latin I</td>
<td>Non Western Art</td>
<td>German IV - Honors</td>
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<td>AP World History</td>
<td>Russian I</td>
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<td>Latin III-Honors</td>
<td>Accounting I</td>
<td>Leadership Development</td>
<td>Art of Digital Photography (Proficient)</td>
<td>German I</td>
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<tr>
<td>Mandarin Chinese I</td>
<td>Computer Programming I</td>
<td>Medieval Studies</td>
<td>Music Appreciation</td>
<td>German II</td>
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<td>Mandarin Chinese II</td>
<td>SAS Computer Programming</td>
<td>Music Business and Recording</td>
<td>German III - Honors</td>
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<td>SAT Prep</td>
<td>Non Western Art</td>
<td>German IV - Honors</td>
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<td>African-American Studies</td>
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<td>Arabic I</td>
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<td>Medieval Studies</td>
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<td>Latin III - Honors</td>
<td>Arabic II</td>
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<td>Japanese I</td>
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<td>ACT Prep</td>
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<td>Japanese II</td>
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NCVPS Course Offerings at Brevard High School
For more information or course descriptions, please visit www.ncvps.org
Characteristics of a Successful Online Learner

Self-motivated

Students can direct their own learning environment and methods to fulfill course requirements and achieve individual academic success. Good online students can develop techniques to stay involved and interested in their online course. This is important because if a student does not drop his or her NCVPS course by the tenth day of class, the student will receive a grade for the course that will go on his or her transcript.

Independent Learner

The online environment enables students to learn at their own pace, relieving the stress of feeling rushed or pressured and providing enjoyment in the learning process. Online courses are not an easy way out, though. You will have the same amount of work as you do in a traditional course, but you have the option to log in and work 24/7.

Computer Literate

Although it is not necessary to have advanced computer skills, students should possess a working knowledge of electronic e-mail, the Internet, as well as basic keyboarding skills. Successful online learners do have easy access to computers and the Internet. Even if you have a computer at school, you will be more successful if you have additional access elsewhere.

Good Time Manager

Students must be able to organize and plan their own best "time to learn." There is no one best time for everyone, but the key to learning is to make the time to learn.

Effective Communicator

Students must use electronic e-mail and discussion forums to communicate with their peers as well as the instructors. The ability to write clearly to communicate ideas and assignments is essential. This method provides the learner with rapid feedback as well.
as a means to inform instructors of any concerns or problems that they may be experiencing. In addition, a good online student will ask for help when there is a problem. For instance, if your password does not work, ask for help immediately. Do not wait for two or three days. It might take a day to fix the problem, and you cannot miss a week of work in your online course.

**Personal Commitment**

Because there are no bells that begin and end classes, students must have a strong desire to learn and achieve knowledge and skills via online courses. Making a commitment to learn in this manner is a very personal decision and requires a strong commitment to perform in order to achieve academic success. Remember that an NCVPS course is much like a traditional course at school. You will receive a grade at the end of the course that will go on your transcript.

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**Possible Course offerings for 2015-2016**

**PROGRAM DESCRIPTION:** The Marine Corps Junior Reserve Officers’ Training Corps (MCJROTC) program is a Leadership Education program designed to teach leadership skills, character development, self-discipline, and citizenship through the study and practical application of Marine Corps leadership traits and principles. The MCJROTC program combines classroom instruction and practical application to achieve its objectives.

95012X0A  **JROTC IA**  Credit: 1  Grade Level: 9-12

Course Description: This course is designed to focus on citizenship, building teamwork, and developing discipline and self-confidence. Course work will include U.S. citizenship (Constitution), leadership, career awareness, consumer awareness, oral communications, learning styles, conflict resolution, character education, health (life-saving first aid, and drug awareness), PE (weekly physical training), earth science (map reading) and U.S. military history overview. Cadets are required to participate in weekly uniform inspections and appropriate service grooming standards.

95012X0B  **JROTC IB**  Credit: 1  Grade Level: 9-12

Course Description: This course will focus on citizenship, building teamwork, and developing discipline and self-confidence. It is a continuation of JROTC IA coursework. **Prerequisite:** JROTC IA