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| Rosman High School | Course Description Guide for:2017-2018 |
| Rosman High School 749 Pickens Hwy. Rosman, NC 28772 (828) 862-4284  | Course and Career Planning Guide |

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**Introduction**

The educational programs offered in Transylvania County Schools and the requirements for a North Carolina Diploma are described in this booklet. The information is designed to assist students and their families in making education plans. Whether the student’s goal is to prepare for continuing education in college or technical school or to prepare for employment upon graduation from high school, careful thought should be given to the courses that are taken each year.

**Rosman High School Registration Process 2017-2018**

High school coursework should be planned to provide sound basic preparation for career goals and higher education requirements. Career and educational goals often change; therefore, coursework must be annually reviewed and adjusted. Information in this booklet will help assist in the process of designing the student’s course of study. **It should be noted due to course demand and the maximum number of sections available to teach that courses listed in this handbook might not be available**.

Following is a description of the registration process for Rosman High School. Parents and guardians are encouraged to be aware of the process to support students in making proper career pathway decisions. Great time and effort is made by the staff of Rosman High School to make the best educational decisions for student’s high school and possible college careers. Ultimately, the goals and direction for a student must belong to the student and their family. Therefore we encourage any specific questions about the registration process should be directed to the Guidance Office or Administration at Rosman High School.

Registration for current 9th – 11th graders will take place in March. Time will be provided during the school day for registration activities. In addition, an information session for all rising ninth graders and their parents will be held in the Rosman High School auditorium on **March 20th at 5:30 pm**. Students and parents may ask specific questions about courses, course of study, and other issues related to registration.

March 14th:  Registration meetings for rising 12th-10th grades in the auditorium.
Rising Seniors-8:00am
Rising Juniors-9:30am
Rising Sophomores-11:00am

March 15th:  Rising freshmen registration meeting, tour and Q&A.  The 8th graders will be rotating around CTE classrooms and will eat lunch with the high school.

March 20th:  Parent registration meeting for Rising Freshmen at 5:30pm in the RHS cafeteria.

March 23rd: Rising 9th grade registration sheets are due to Ms. Reese

March 28th - April 7th:  Registration (Rising 12th-9th grades)

Each 9th grade student will develop a Four-Year Plan with Ms. Reese, which outlines the possible sequencing of courses. Rising tenth, eleventh, and twelfth graders will review and update their Four-Year Plan in their English course each year. Students will meet with the guidance counselor during 4 year planning, registration meetings and again to review and complete their registration/course selections. Students will have the opportunity during this process to review and make any necessary changes to their Four-Year Plan or course selections. Registration should be completed by April but staff will continue to adjust and modify schedules through the summer. Sample registration sheers and a four-year plan template can be found in the back of this guide.

**Requirements for Graduation**

Minimum course credits required for high school graduation in Transylvania County are twenty-eight credits or four less than the maximum number of courses the student can take. He/she must complete a course of study.

REQUIREMENTS FOR GRADUATION:

● Must complete ALL requirements for a particular course of study

● Must complete End Of Course exams in the following subjects: English I 0, Math I, and Biology.

● Must complete any NC Final Exam (English, Math, Science, Social Studies).

● Must complete 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

All Transylvania County students are encouraged to take courses in fine arts, foreign language, career and technical education, and areas of academic interest to complete their courses of study.

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

**Core Curriculum:**

Students are required to complete the Core Curriculum courses in order to graduate. This curriculum differs from past standards by requiring four math credits, four social studies credits and four courses in an elective Concentration Area. Please see the table of graduation requirements for a complete list of requirements. These requirements do not apply to students completing the Occupational Course of Study or special education certificate.

**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.

**Diplomas and Other Completion Certificates**

The document received upon completion of a program depends upon several factors. The various exit documents are described below.

**Graduation Certificate or Certificate of Completion**: Students who do not meet the standards for a course of study but satisfy all state and local graduation requirements may be eligible to receive a certificate of achievement or graduation certificate.

**Diploma**: Students who satisfy all state graduation requirements, including a defined and completed course of study.

|  |  |  |  |
| --- | --- | --- | --- |
| **Content Area** | **Core Curriculum** | **TC Scholar** | **NC Scholar** |
| **ENGLISH** | **4 Credits**(9, 10, 11, 12) | **4 Credits**(9, 10, 11, 12) | **4 Credits**(9, 10, 11, 12) |
| **MATH** | **4 Credits**(Math I, Math II, Math III) **AND** 1 higher level math **OR** substitution track approved by the principal. | **4 Credits**(Math I, Math II, Math III, and 1 higher level math course) | **4 Credits**(Math I, Math II, Math III, and 1 higher level math course) |
| **SCIENCE** | **3 Credits**(Earth/Environmental,Biology, and a Physical Science course) | **4 Credits**(Earth/Environmental,Biology, 2 upper level courses-which one must be Chemistry or Physics) | **3 Credits**(Earth/EnvironmentalBiology, Chemistry or Physics) |
| **SOCIAL STUDIES** | **4 Credits**(World History,American History I & II, Civics/Economics) | **4 Credits**(World History,American History I & II, Civics/Economics)\* A minimum of one course must be honors or higher in this sequence. | 4 **Credits**(World History,American History I & II, Civics/Economics) |
| **FOREIGN LANGUAGE** | Not requiredBut HIGHLY recommended.See ELECTIVES | **2 Credits**in the SAME foreign language | **2 Credits**in the SAME foreign language |
| **HEALTH & PHYSICAL EDUCATION** | **1 Credit**Health/PE | **1 Credit**Health/PE | **1 Credit**Health/PE |
| **CAREER/CTE** | Not requiredBut HIGHLY recommended.See ELECTIVES | **1 Credit** | See Electives |
| **ARTS EDUCATION**(VISUAL ART, MUSIC, THEATER) | Not requiredBut HIGHLY recommended.See ELECTIVES | **1 Credit** | See Electives |
| **ELECTIVES** | **4 Credits** in a Concentration Area from CTE, ART, ROTC or Foreign Language.Graduation Project9 Credits of additional electives. | **4 Credits** in a Concentration Area from CTE, ART, ROTC or Foreign Language.**2 Credits** from higher level courses taken during junior and/or senior years which carry 5 or 6 quality points AND graduation projectAdditional electives needed to reach 32 credits. | **4 Credits** in a Concentration Area from CTE, ART, ROTC or Foreign Language.**2 Credits** from higher level courses taken during junior and/or senior years which carry 5 or 6 quality points AND graduation projectAdditional electives needed to reach 28 credits. |
| **TOTAL** | **28 Credits** | **32 Credits** 3.8 weighted and 3.5 un-weighted GPA | **28 Credits**3.5 un-weighted GPA |

**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 2015-2016 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: Algebra I, Biology, and English II (effective in the 2012-13 school year). Students cannot be exempted from a NC EOC test.

**NC Final Exams**

North Carolina has implemented “Common Exams” for the majority of our courses that are not EOC or CTE courses. These tests will be administered at the end of each course and the exam will count as a part of the student’s grade.

**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).

**Pre-ACT**

Rosman High School will administer this test to all 10th graders **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 Pre-Act test each October. Pre-Act is a diagnostic assessment that indicates strengths and areas of need to provide a roadmap to success for North Carolina high school students. Pre-Act 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. Pre-Act also includes a career interest inventory and an educational/career plan component.

**ACT – American College Test**

The ACT assessment will be given free of charge to all North Carolina 11th graders 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, 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](http://www.actstudent.org)

**WorkKeys**

Students who complete the four-course Career and Technical Education sequence are administered the WorkKeys examination in the 12th grade. 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 by 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 and Critical Reading). 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 1600. On each of the timed sections you will receive a score ranging between 200-800, 800 is the highest possible score. These two scores are added up to get your total score. It is recommended that the student complete Math III before taking the test. Students must register about six weeks in advance. Registration dates and practice books are available in the guidance office. Interested students are required to register on-line at [www.collegeboard.com](http://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).**

**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 that semester in order to participate in a sport during that time period. ● 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 RHS 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.

**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.

**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

**Calculation of Your Grade Point Average**

Your weighted GPA determines your class rank. College admissions counselors pay close attention to these numbers. For your weighted GPA, the points you receive for some courses (Honors and AP) will be greater than the points received for regular courses.

The Department of Public Instruction shall maintain a transcript system, and the local school administrative units shall use that system to produce standardized transcripts in an automated format. The standardized transcript shall include:

·       grade point average (GPA),

·       class rank,

·       end-of-course test scores, and

·       uniform course information including course code, course name, credits earned toward graduation, and credits earned for admission to an institution of higher education.

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.

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

Standard scale –– Numeric Grades with a letter grade legend.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 90-100 = 4.0 | 80-89 = 3.0 | 70-79 = 2.0 | 60-69 = 1.0 | < 59 = 0.0 | WF = 0.0 |
| FF = 0.0 | WP = 0.0 | INC = 0.0 | AUD = 0.0 | P  = 0.0 |   |

**Honor Roll**

At the end of each grading period, an honor roll based on a student’s 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** classes. A student with a failing grade or an Incomplete in any course is not listed on the Honor Roll.

**Understanding Course Descriptions**

1. **Prerequisites**

 Some courses must be taken in a logical sequence; therefore, students must adhere to the designated prerequisites. (For example, Spanish I must be passed before registering for Spanish II.)

1. **Teacher Recommendations/Waivers/Self Selection**

 Teachers may make recommendations for placement of students based on student performance on various indicators or other courses students have taken. Should a student and parent feel the recommendation is inappropriate, a conference with the School Counselor may be scheduled and a waiver may be signed by the student and parent for student placement in a course.

1. **Course Loads**

 It is expected that every student will take eight courses each year. Certain other exceptions based on career goals may be made for second semester seniors.

1. **Honors and Advanced Placement Courses**

Honors and AP courses are designed with a more rigorous curriculum than the standard college preparatory North Carolina Standard Course of Study. Some core classes have an honors level and participation can be limited due to class size.

**E.** **Enrollment, Course Offerings and Location of Course**

 Since career pathways call for a varied number of classes, with limited resources, some courses may be offered at only one high school or the other. Courses offered will depend on qualified staff availability and the numbers of students enrolled in each course. Allowances will be made for students to travel between schools when practical and necessary for his/her career pathway.

**Example:**

54162W Art II Grades 10 - 12 Prerequisite: Art I

This is an advanced art course that is designed for students who want more art experience (practical and expressive). Students will receive hands-on experience in the following media: drawing (human form), painting, sculpture, art history, and ceramics (potter’s wheel). Students need to plan to spend approximately $25.00 on supplies. (Elective.)

Each course description contains the course number, which in this example is 54162W, and course title, in this case, Art II. It lists the grade levels at which a student may take a course (10 – 12). A prerequisite is any requirement that must be met before taking a course. In this example, the prerequisite is Art I, which means you must pass Art I before taking Art II. Some courses require the recommendation of a previous teacher, the approval of the teacher teaching the course, or a minimum grade in a previous course. Pay close attention to prerequisites because they are designed to help you select courses that are appropriate for you. If you have questions about prerequisites, speak to a teacher in the appropriate department.

In parentheses after this course you will see the word “elective.” This means that this course will satisfy an elective requirement toward graduation. Some other things you might see in parentheses and an explanation of their meaning follows:

Core -Satisfies a core requirement toward graduation (for example, English, Math, Health & PE)

TCS -Satisfies a core requirement of the Transylvania County Scholars Program.

NCS -Satisfies a core requirement of the North Carolina Scholars Program.

EOC -An End-of-Course Test must be passed to receive credit for this course.

Post-Assessment -A Post-Assessment test must be taken to receive credit for this course.

AP Exam -Dependent on AP test scores, students may be able to receive college credit

**Course Offerings**

**English Courses**

Students are prepared for education beyond high school in all levels of English instruction, including regular English. **Activities in Honors and AP English courses are challenging and the amount of outside reading and writing is more demanding**. Students are placed in English on the basis of the recommendation of the previous English/language arts teacher, achievement in English/language arts, and performance on end-of-grade/end-of-course tests. Parents or students with questions about placement are encouraged to speak with English teachers, administrators, or guidance counselors.

10212X0W English 9 Grade 9 Prerequisite: None

Students will improve skills in analyzing literature and in effective oral and written communication, and will develop a working knowledge of literary terms. The focus is on improving language skills with grammar usage and editing. English 9 Honors (10215X0W) requires teacher recommendation, additional analytical composition and more outside reading. (Core, TCS, NCS.)

10222X0W English 10 Grade 10 Prerequisite**:** English 9

Emphasis is placed on improvement of composition and literature skills, while studying world literature. Composition includes samples that focus on real-world situations. Writing assignments will focus on definitions, cause and effect, and problem and solutions. Research papers and presentations are required components of the course. Students will continue to improve their public speaking skills. English 10 Honors (10225X0W) requires teacher recommendation, a minimum grade of B in English 9, more compositions, papers, and readings. (Core, EOC, TCS, NCS.)

10232X0W English II Grade 11 Prerequisite: English 10

This course, which focuses on American literature, provides many opportunities to improve skills in writing, reading, and speaking, including writing compositions about several types of literature. Students will also have a chance to connect American literature with American history. Course work includes a research paper using MLA style in preparation for senior project. English II Honors (10235X0W) requires teacher recommendation, a minimum grade of B in English 10, involves additional compositions and more outside reading. (Core, TCS, NCS.)

10237X0 AP English II Grade 11 Prerequisite: minimum of a B average in previous English Honors Classes and /or teacher approval

Advanced Placement English Language and Composition is a college level course designed for students with exceptional ability. Students should be independent learners, divergent thinkers, problem solvers, and highly curious. They also should have successfully completed two years of honors English and have a background in world literature, as well as representative pieces in American and English literature. Students are effective writers who experience few problems with grammar and spelling.

10242X0W English 12 Grade 12 Prerequisite**:** English 11

This course includes a study of English literature and a grammar review in preparation for college writing, with an emphasis on writing, research, and communication. All students will be required to complete a graduation project to receive credit for this course, including a term paper, based on MLA guidelines, a portfolio, and a presentation. English 12 Honors (10245X0W) requires teacher recommendation, minimum grade of a B in English 11, additional compositions and outside reading. (Core, TCS, NCS.)

10367X0 AP English 12 Grade 12 Prerequisite: minimum of a B average in previous English Honors Classes and /or teacher approval

Advanced Placement English Literature and Composition is a college level course designed for students with exceptional ability. The students are self-disciplined, mature, and intellectually curious and are achieving at the highest level. They have earned A’s or B’s in three years of honors or AP English and have background in major American literature. Composition and outside reading are emphasized. All students will be required to complete a graduation project to receive credit for this course, including a term paper, based on MLA guidelines, a portfolio, and a presentation, and attend after school labs. (Core, TCS, NCS)

10322X0F/10322X0S Yearbook Grades 9-12 Prerequisite: Application required

Students will study journalism, finance, sales, advertising, design, copy and photography to complete the school’s yearbook. Students must be able to work independently and cannot have any discipline referrals. After school work is required. Off-campus work may also be needed. Students must complete an application prior to registration process. Students will be selected depending on qualities they bring and opening slots. Class space is limited

**Math Courses**

Math placement is determined by recommendations from previous math teachers, performance in previous math courses, and end-of-grade/end-of course test results. Students must complete four math courses. Parents or students with concerns about placement are encouraged to speak to math teachers, administrators, or guidance counselors.

20502X0 Foundations of Math I Grades 9-12 Prerequisite: Teacher Recommendation

This course is designed for students who need additional preparation in Algebra topics prior to proceeding to the next level of mathematics (Algebra I). This course can count toward the four math credits required for graduation, but it does not fulfill Core Curriculum requirements.

20232X0 Math I Grades 9-12 Prerequisite: Teacher Recommendation

Provides students the opportunity to study 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. Students will develop skills with and without graphing to further develop understanding. All Math I students must pass the North Carolina End of Course test (EOC) to receive credit for the course. (Core, EOC, TCS, NCS.)

20302X0 Foundations of Math II Grades 9-12 Prerequisite: Teacher Recommendation

This course is designed for students who need additional preparation in Geometry topics prior to proceeding to the next level of mathematics (Geometry). This course can count toward the four math credits required for graduation, but it does not fulfill Core Curriculum requirements.

22002X0W Math II Grades 9-12 Prerequisite: Math I

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. Honors credit available (22005X0W).

(Core, TCS, NCS)

23012X0 Math III Grades 10-12 Prerequisite: Math II

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. Honors credit available (23015X0). (Core, TCS, NCS)

24082X0 Essentials for College Math Grade 12 Prerequisite: Math I, II, and III

This course is intended to develop college and career readiness skills to ensure students are prepared for postsecondary-level math courses and college entrance exams. It will address standards throughout high school and even earlier, including Algebra I, statistics and geometry, and the Algebra II standards. It will cover the basics in math practices and reviews the procedural steps needed to be successful in post-secondary math. The course is designed to be taught in a new, engaging way based heavily on conceptual learning with a real-world context and not procedural memorization. This course should only be considered for students who are planning to attend community college. (Core, TCS, NCS)

24002X0W Advanced Functions and Modeling Grades 11-12 Prerequisite: Math I, II, and III

This is a study of trigonometry, advanced functions, analytic geometry, and data analysis. This course will prepare students for

college entry exams. (Core, TCS, NCS)

24035X0W Pre-Calculus Grades 11-12 Prerequisite: C or better in Math III or AFM

This is an honors level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for AP Calculus. (Core, TCS, NCS)

25017X0W AP Calculus Grade 12 Prerequisite: Pre-Calculus

Advanced Placement Calculus is a challenging and rigorous college level mathematics course, which develops the student’s understanding of concepts of calculus and provides experience with its methods and applications. Students are required to have a commitment to the AP standards and a willingness to attend additional AP Calculus labs. Students have the option to take the AP Calculus exam in the spring. (Core, TCS, NCS)

**Science Courses**

To graduate from high school you must complete a course in Earth/Environmental Science, Biology, and a Physical Science course. The Physical Science requirement may be satisfied by taking Physical Science, Chemistry, or Physics.

35012X0W Earth/Environmental Science Grades 9 Prerequisite: None

This course is a requirement for graduation. Topics studied in Earth Science include geology, meteorology, oceanography, fresh water systems, and astronomy with an emphasis placed on their role in Earth's ecology. Honors credit available (35015X0W) (Core, NCS.)

33202X0W Biology Grade 10 Prerequisite: See Description

This course, required for graduation, presents the fundamentals of biology including the nature and continuity of life, the structure and function of living things, genetics, evolution, and the relationship of living things to the environment. Honors credit available (33205X0W) (Core, EOC, TCS, NCS.)

34102X0W Physical Science Grade 11 Prerequisite: Math I

This course is the study of the major concepts of chemistry and physics. This course serves as a foundation for higher-level science courses. This course meets the physical science requirement for graduation. (Core, NCS)

34205X0W Honors Chemistry Grades 10-12 Prerequisite: C or better in Math II and Biology I, have taken or taking Math III in conjunction with Chemistry

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. Any student pursuing a career in health occupations should consider taking chemistry. (Core or Elective, TCS, NCS.)

34305X0W Honors Physics Grades 10-12 Prerequisite: B or better in Math II and Math III

Honors Physics is an advanced science course for the college-bound student planning on a career in a science, health, or science-related field. Physics is the study of matter and its motion, the causes of changes in motion and energy Students study Physics to prepare for Science or Engineering careers, or fields such as Nursing or Physical Therapy which require an understanding of Physics. They will also be training their brains to read carefully, think logically, and solve problems. (Core, TCS, NCS)

31107X01 Advanced Placement Environmental Science(AP) Grades 11-12 Prerequisite: Biology, Chemistry & Teacher Recommendation.

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of scientific, political, economical, and ethical disciplines. 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 natural and human caused environmental problems, to evaluate the associated risks of these environmental problems, and to examine alternative solutions for resolving and / or preventing them. (Core or Elective, NCS)

30235W Honors Anatomy & Physiology Grade 11, 12 Prerequisites: Biology and Chemistry

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.

TIME Honors Science Research Course (Offered at BHS) Grades 9-12 Prerequisites: Application

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, please visit: [www.time4realscience.org](http://www.time4realscience.org)

Credits: 1 Unit Honors

TIME 101 (Intro class to the previously mentioned TIME Science course) Offered at BHS Grades 9-12 Prerequisites: Application

TIME 101 is an exciting NEW spring semester course that introduces students to real questions/problems in Transylvania County that can be answered/solved through science research. This introductory course is for rising freshmen, sophomores, juniors and seniors who are interested in conducting REAL SCIENCE that is meaningful to our students and community. During the course, students will work both independently and as part of a team to (1) develop and conduct a series of open-ended scientific inquiries, (2) conduct a class project focused on an important scientific question or problem in Transylvania County and (3) develop a project proposal that could qualify students to apply for a fully funded research fellowship in the following year’s TIME Honors Science Research Course. Students will read relevant scientific literature, learn to design and conduct an experiment, analyze data, and present their findings to the community. Local scientists and science enthusiasts will join us both inside the classroom and on several field trips across our region to add their expertise, experience and insight as we immerse ourselves into science in our community!

Credits: 1 Unit Honors

Prerequisites: Strong Interest in Science, Curiosity, Strong Work Ethic, Dedication

Requirement: 2 teacher recommendations (current year’s science teacher + 1 additional teacher who knows you well) and teacher approval

**Social Studies Courses**

To graduate from high school, students must take a World History course, American History I and II and Civics & Economics. The course sequence is World History in ninth grade**,** American History Iin tenth, American History II in eleventh and Civic/Economics in twelfth grade. All students are encouraged to choose additional social studies electives as interest and post-high school plans require.

43032X0W World History Grade 9 Prerequisite: None

The World History course will address six periods in the study of World History, with a key focus of study from the mid-15th century to present. The desired outcome of this course is that students develop relevant enduring understandings of current world issues and relate them to their historical, political, economic, geographical and cultural contexts. Honors credit available (43035X0W) (Core, TCS, NCS).

40212W American History I Grade 10 Prerequisite: World History

United States History Course I will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. United States History Course II will guide students as they study the establishment of political parties, America’s westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

40212W American History II Grade 11 Prerequisite: World History & American History I

United States History Course II 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 United States 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.

42092X0W Civics & Economics Grade 12 Prerequisite: World History, AH I & AH II

This course helps students understand how our government operates and how it is organized. Emphasis is placed on the Constitution, economics, the responsibility of citizenship, and the legal system. Students in the honors level of this course will be required to read, write, think, and produce assignments at a higher level of difficulty. Honors credit available (42095X0W). (Core,TCS, NCS.)

**World Language Courses**

Two years of foreign language are required for admission at colleges and universities in the University of North Carolina system, though some schools require three foreign language credits for admission. All foreign language courses at level III or higher receives honors credit. It is highly recommended that the next level be completed within two semesters.

11412X0W Spanish I Grades 9-11 Prerequisite: None

Conversational Spanish will be used to teach basic Spanish grammar and vocabulary

11422X0W Spanish II Grades 10-12 Prerequisite: Spanish I

*For the success of the student, it is highly recommended that (s)he have at least a C in Spanish I.*

A second year of Spanish is offered for students interested and for those who plan to attend college or complete a college prep course of study.

11435X0W Spanish III Grades 11-12 Prerequisite: Teacher Approval and C or better in English/Spanish II

Review of basic Spanish grammar through speaking, listening, and writing activities. Level III will be a continuation and expansion of work done in levels I and II.

11445X0W Spanish IV Grades 12 Prerequisite: Spanish III and Teacher Approval

A continuation of Spanish III including an independent study of selected literature and some tutorial assignments in which the students coach beginning or less advanced students. .

**Fine Arts Courses**

54152X0 Beginning Art Grades 9-12 Prerequisite: None

Beginning Art is designed for students with no prior knowledge or to build on the foundation of knowledge that students acquire at the middle school level. The course focuses on the study of the elements and principles of design through their deliberate use in various two-dimensional and three-dimensional artworks. The students use a variety of media and become proficient in the vocabulary of art. Students will use art history and art criticism throughout the course as a means to better understand art in relation to life.

54162X0 Intermediate Art Grades 10-12 Prerequisite: Art One

The study of the elements of art and principles of design continue in the Intermediate class in a more student-centered way. The lessons are focused more on problem solving and critical thinking. Students will have more choice in selecting media appropriate to convey their ideas. Lessons will also include researching art periods and styles so that students can understand how different artists and cultures have used art as a way of communicating.

54175X0 Proficient Art Grades 11-12 Prerequisite: A or B in Art I, II and Teacher Approval

Proficient art in an inherently honors level course and involves more in-depth knowledge of art processes, media, history and the development of such. Focus includes work that requires students to take significant responsibility for their study and production of visual art. Research, analysis, reflection, application, production and performance are expected.

54185X0 Advanced Art Grades 12 Prerequisite: A or B in Art I, II, IIIH, and Teacher Approval

This advanced course will help students develop a portfolio of visual art. Students are expected to become initiators of learning and accomplishment, as well as demonstrate leadership and expertise in the visual arts. Higher expectations exist for the quality of work generated. Community service in the arts will be required such as participation in the sidewalk chalk event in Brevard.

52302X0WS Choral Music I Grades 9-12 Prerequisite: None

This is an introductory course in vocal music. Students with an interest in choral music with little background in music are encouraged to participate. Chorus members will be involved in numerous concerts.

52312X0W Choral Music II Grades 9-12 Prerequisite: Choral Music I

Students will continue to develop their musical skills in vocal technique, sight-singing, and ensemble performance. Chorus members will be involved in numerous concerts.

52325X0W Chorus 3H Grades 10-12 Prerequisite: Choral Music II and Teacher Approval

This course goes above and beyond basic chorus requirements to develop the independent musician. Students will be expected to fulfill all requirements of Vocal Music III as well as to participate in extra musical events in the community either through participation or audition. Students should plan to complete a personal project relating to vocal music toward the end of the course.

52335X0W Chorus 4H Grades 10-12 Prerequisite: Vocal Music III or Chorus 3H AND Teacher Approval

This course goes above and beyond basic chorus requirements to develop the independent musician. Students will be expected to fulfill all requirements of Vocal Music III as well as to participate in extra musical events in the community either through participation or audition. Students should plan to complete a personal project relating to vocal music toward the end of the course.

52552X0W Marching Band I Grades 9-12 Prerequisite:  Teacher Approval
This ensemble studies the best literature for wind ensemble and band with the emphasis on performance and sight-reading skills.  Marching band rehearsals will alternate with concert band for a portion of first semester.  All facets of the band program maintain an active performance schedule.

52562X0W Marching Band IIGrades 10-12 Prerequisite:  Marching Band I or Concert Band I
This ensemble studies the best literature for wind ensemble and band with the emphasis on performance and sight-reading skills.  Marching band rehearsals will alternate with concert band for a portion of first semester.  All facets of the band program maintain an active performance schedule.

52572X0W Marching Band III - Honors Grades 11-12 Prerequisite: Marching Band I, II, and/or Concert Band I, II
This ensemble studies the best literature for wind ensemble and band with the emphasis on performance and sight-reading skills.  Marching band rehearsals will alternate with concert band for a portion of first semester.  All facets of the band program maintain an active performance schedule.  Students enrolled in this course are automatically enrolled to receive an honors credit and will prepare various assignments throughout the semester that meet these requirements.

52582X0W Marching Band IV - Honors Grades 12 Prerequisite:  Marching I, II, III, and/or Concert I, II, III
This ensemble studies the best literature for wind ensemble and band with the emphasis on performance and sight-reading skills.  Marching band rehearsals will alternate with concert band for a portion of first semester.  All facets of the band program maintain an active performance schedule.  Students enrolled in this course are automatically enrolled to receive an honors credit and will prepare various assignments throughout the semester that meet these requirements.

52552X02 Concert Band IGrades 9 – 12 Prerequisite: Marching Band I or Teacher Approval
This ensemble studies the best literature for wind ensemble and band with the emphasis on performance and sight-reading skills.  All facets of the band program maintain an active performance schedule.

52562X02 Concert Band II Grades 10 – 12 Prerequisite: Marching I and/or Concert I

This ensemble studies the best literature for wind ensemble and band with the emphasis on performance and sight-reading skills.  All facets of the band program maintain an active performance schedule.

52572X02 Concert Band III Grades 11 – 12 Prerequisite:  Marching I, II and/or Concert I, II

This ensemble studies the best literature for wind ensemble and band with the emphasis on performance and sight-reading skills.  All facets of the band program maintain an active performance schedule.

52575X02 Concert Band III HonorsGrades 11 – 12 Prerequisite:  Marching Band I, II, III and/or Concert Band I, II, by approval only

This ensemble studies the best literature for wind ensemble and band with the emphasis on performance and sight-reading skills.  All facets of the band program maintain an active performance schedule.  The Honors credit is achieved by auditioning for all-district band yearly in January, and by performing a solo at the Ensemble Concert in the spring as well as other lesser assignments that may be required throughout the semester.

52582X02 Concert Band IV Grade 12 Prerequisite:  Marching Band I, II, III, IV and/or Concert Band I, II, III, or Concert Band III Honors

This ensemble studies the best literature for wind ensemble and band with the emphasis on performance and sight-reading skills.  All facets of the band program maintain an active performance schedule.

52585X02 Concert Band IV Honors Grade 12 Prerequisite:  Marching Band I, II, III, IV and/or Concert Band I, II, III, or Concert Band III Honors

This ensemble studies the best literature for wind ensemble and band with
the emphasis on performance and sight-reading skills. The Honors credit is achieved by auditioning for all-district band yearly in January, and by performing a solo at the Ensemble Concert in the spring as well as other lesser assignments that may be required throughout the semester.

53152X0W Theater Arts I Grades 9 - 12 Prerequisite: Teacher Approval

The course will be an introduction to theater literature and history. Students will develop acting skills, learn techniques of improvisation, stage movement, stage combat, and stage make up, and will perform in a minimum of one theatrical presentation. (Elective)

53162X0W/53172X0W/53182X0W Theater Arts II-IV Grades 10 – 12 Prerequisite: Theater Arts I

While continuing studies and exploration of literature and history, students will develop skills and acting in presentations. Students will perform in a minimum of one theatrical production.

**Health and Physical Education Courses**

63022X0G (Girls) & 63022X0B (Boys) Health and Physical Education Grade 9 Prerequisite: None

This course fulfills the requirement for graduation. Health focuses on personal health, family living education, and alcohol/drug abuse. Physical Education includes team and individual sports, fitness, conditioning, and recreation. (Core, TCS, NCS.)

62022X0G (Girls) & 62022X0B (Boys) Advanced PE Grades 9-12 Prerequisite: Health & PE Approval

This course provides a means for the advanced student to improve his/her strength (Weight Training), and flexibility, agility, and endurance (Aerobic Training). ((Elective))

62022X0A PE for Athletes Grades 9-12 Prerequisite: Members of RHS Athletic Team

This course is provided for RHS Athletes. **You must be an Athlete and a member of an athletic team**. This course will provide you with weight training specific to your sport, as well as improve flexibility, agility, and endurance. **Must have coaches’ approval**. 9th graders may take 2nd semester provided they passed 1st semester Health & PE. (Elective)

**Teacher's Assistants**

96082X0W Media Technology Assistant Grade 11-12 Prerequisite: Librarian Approval

Upperclassmen may serve as media center assistant forcredit. Limit of two (2) students per period. (Elective)

9931900 Teacher’s Assistant Grade 12 Prerequisite: Teacher Approval

Seniors may arrange to serve as teachers or office assistants. **No credit is awarded** for this course; thus no effect on GPA or class rank. (Elective)

**Other Electives**

96102X0W Character Development and Leadership: Grades 9-12 Prerequisite: Teacher Approval

This course will address issues that affect everyone on a daily basis. Each week will consist of ethical dilemmas, character traits of successful people, and current events. Life skills such as goal setting, job interviews, and community service will be practiced. Classes will revolve around guest speakers, short reading assignments, and class discussions.

Character Development and Leadership II: Grades 10-12 Prerequisite: Teacher Approval and previous course

This course will address issues that affect everyone on a daily basis. Students taking this course will further develop their leadership skills by leading discussions, serving as group leaders, and making presentations.

**ROTC**

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 (I, II, III, IV) A Grade Level: 9-12 Prerequisite: None

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 (I, II, III, IV) B Grade Level: 9-12 Prerequisite: JROTC (I, II, III, or IV)A

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

**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**

**TSA- Technology Student Association**

Students in Transylvania County Schools pursuing a Future Ready Core 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>

**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 = 1 Credit**

**Note: This is a recommended course for 9th graders interested in Agriculture Education. = 1 credit**

**AP41 Horticulture I**

This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, 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**

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**

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**

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**

**AN52 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: AN 51 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 can help 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) leadership activities, provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **Prerequisite: BM10 Microsoft Word/Powerpoint**. = **1 credit**

**BD12 E – Commerce I NOTE: Honors Course.**

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

**This course will be taught online only on a limited basis**.

**Prerequisite: BD10 Multimedia and Web Design = 1 Credit**

**Family and Consumer Sciences Education**

**FN41 Foods I**

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

**Prerequisite: None = 1 Credit**

**FN42 Foods II – Enterprise (Previously called Foods II Advanced)**

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 and Hospitality = 1 Credit**

**FN43 Foods II – Technology (Previously called Foods Science)**
This course explores the food industry from the farm to the table using skills in food science, technology, engineering, and mathematics. Government regulations, emerging trends, biotechnology, and technological career opportunities from scientists to technicians will be presented. The student examines production, processing, preparation, preservation, and packaging principles along the farm to table continuum. The student begins to understand how food technology affects the food that he/she eats. English language arts are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, school-based enterprise, service learning, and job shadowing. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

**Prerequisite: FN41 Foods I or FH21 Culinary Arts and Hospitality = 1 Credit**

**FA31 Apparel and Textile Production I**)
In this course students are introduced to clothing production in the areas of preparation for clothing construction, basic clothing construction techniques, consumer decisions, textiles, historical perspectives and design, and career opportunities. Emphasis is placed on students applying these construction and design skills to apparel and home fashion. Art, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and Cooperative education are not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **Prerequisite: None = 1 Credit**

**FA32 Apparel and Textile Production II**
In this course students are introduced to advanced clothing and housing apparel development skills. The use of fibers and fabrics is combined with design and construction techniques to develop and produce clothing or housing apparel products. A real or simulated apparel business enterprise and FCCLA activities allow students to apply instructional strategies and workplace readiness skills to an authentic experience and to develop a portfolio. Mathematics and science are reinforced. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing. Apprenticeship is not available for this course. Family, Career and Community Leaders of America (FCCLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. **Prerequisite**: **Apparel and Textile Production** **I = 1 Credit**

**Health Science Education**

**Health Team Relations**

This course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision-making. Basic academic skills, employability skills, critical thinking skills, teamwork, and the use of technology are reinforced in this course. HOSA activities support networking with health care agencies and professionals through the development of clinical expertise and volunteerism. The next courses in sequence are Biomedical Technology or Health Sciences I. **Recommended for 9th grade**.

**Prerequisite: None = 1 credit**

**HU40 Health Science I**

This course investigates the health care delivery system, its services, occupations, and related sciences. Topics include the study of the language of medicine, medical mathematics, microbiology, anatomy and physiology, diseases/disorders, diagnoses, treatments, patient/client care regimens, career development, and future technological innovations. Skills in science, mathematics, communications, social studies and health are reinforced in this course. HOSA activities support networking with health care agencies and professionals through the development of clinical expertise and volunteerism. The next course in the sequence is Health Science II. **Prerequisite: None**  **= 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. = 1 Credit**

**HN43 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](http://www.ncdhhs.gov/dhsr/hcpr/guide.html). 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 HU42 Health Science II, strong work ethic, and teacher recommendation. –2 blocks, 2 credit course**

**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**

**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**

**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 and Finance. = 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:**  **None = 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**

**Trade and Industrial Education**

**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: None, 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**

**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 = 1 Credit**

**Other CTE Offerings**

**CS95 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. **Prerequisite: 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 on the next page)**

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.**

**Flexible Options for Learning
in Transylvania County Schools**

Are you interested in earning free college credits while still in high school? Are you looking for an honors, AP, or Career and Technical Education course not offered at your school? Consider the following options:

**Blue Ridge Community College** – Courses are offered online, at your school campus, and at the BRCC-Transylvania Campus. For more information reference pages **27-42** of this guide or go online at <http://www.blueridge.edu/>

**NC Virtual Public School** – Online courses in many subject areas. For more information reference pages **43-46** of this guide or go online at <http://www.ncvps.org/courses/>

**NCSSM** – NCSSM began offering distance education courses via the Information Highway in 1994.

Since that time, over 10,000 students have participated in video courses for high school

credit—many of them in Advanced Placement. While the program initially served rural

schools, it has expanded to include all North Carolina schools. As video has become

cheaper and broadband access to schools has increased, the program has grown, with new

courses being added regularly. For more information reference pages **47-50** of this guide.

**Other High Schools** – Consider taking a course that is offered at another high school campus in Transylvania County. If you are interested in this option, a school counselor will be glad to explore options and make the scheduling arrangements for you. Here’s what to do:

1. Pick up a copy of the other school’s course guide in your guidance office.
2. Visit your school counselor to sit down and review your schedule options.
3. That’s all! We will do the work for you!

**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.

**Blue Ridge Community College**

Students taking courses at BRCC may earn dual enrollment credit between Transylvania County Schools and Blue Ridge Community College. Students are responsible for their own transportation or can take classes online. In addition to the courses listed below, there may be additional course offerings available through Blue Ridge. 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>



**Associate in Arts Pathway**

**Associate in Science Pathway**

**2017-2018**

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 2017**

**\*ART-111 Art Appreciation 3 Credit Hours**

**Monday and Wednesday, 2-3:15 p.m.; BRCC Transylvania Campus**

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.

**\*COM-231 Public Speaking 3 Credit Hours**

**Tuesday and Thursday, 2-3:15 p.m.; BRCC Transylvania Campus**

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. This course has been approved to satisfy the Universal General Education Transfer Component of the Comprehensive Articulation Agreement general education communications requirement for the Associate in Arts and the Associate in Science Degrees.

**\*ENG-111 Writing and Inquiry 3 Credit Hours**

**Tuesday and Thursday, 8-9:15 a.m.; BRCC Transylvania Campus**

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course has been approved to satisfy the Universal General Education Transfer Component of the Comprehensive Articulation Agreement general education English composition requirement for the Associate in Arts and the Associate in Science Degrees.

**\*MAT-143 Quantitative Literacy (Hybrid) Credit Hours**

**Tuesday and Thursday, 8-9:15 a.m.; BRCC Transylvania Campus**

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using and communicating quantitative information found in modern media and encountered in everyday life. This course has been approved to satisfy the Universal General Education Transfer Component of the Comprehensive Articulation Agreement general education math requirement for the Associate in Arts Degree.

**\*MAT-171 Precalculus Algebra (Hybrid) 4 Credit Hours**

**Monday, Wednesday, and Friday, 8-9:15 a.m.; BRCC Transylvania Campus**

This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology. This course has been approved to satisfy the Universal General Education Transfer Component of the Comprehensive Articulation Agreement general education math requirement for the Associate in Arts and the Associate in Science Degree.

**\*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/behavior sciences.

**Spring Semester 2018**

**\*ART-111 Art Appreciation 3 Credit Hours**

**Monday and Wednesday, 2-3:15 p.m.; BRCC Transylvania Campus**

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.

**\*ENG-111 Writing and Inquiry 3 Credit Hours**

**Tuesday and Thursday, 8-9:15 a.m.; BRCC Transylvania Campus**

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course has been approved to satisfy the Universal General Education Transfer Component of the Comprehensive Articulation Agreement general education English composition requirement for the Associate in Arts and the Associate in Science Degrees.

**\*COM-231 Public Speaking 3 Credit Hours**

**Tuesday and Thursday, 2-3:26 p.m.; BRCC Transylvania Campus (Jan 17-May 8)**

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. This course has been approved to satisfy the Universal General Education Transfer Component of the Comprehensive Articulation Agreement general education communications requirement for the Associate in Arts and the Associate in Science Degrees.

**\*MAT-143 Quantitative Literacy (Hybrid) Credit Hours**

**Tuesday and Thursday, 8-9:15 a.m.; BRCC Transylvania Campus**

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using and communicating quantitative information found in modern media and encountered in everyday life. This course has been approved to satisfy the Universal General Education Transfer Component of the Comprehensive Articulation Agreement general education math requirement for the Associate in Arts Degree.

**\*POL-120 American Government 3 Credit Hours**

**Tuesday and Thursday, 2-3:26 p.m.; BRCC Transylvania Campus (Jan 17-May 8)**

This course is a study of the origins, development, structure, and functions of American government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy process. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. 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 Degrees.

**\*PSY-150 General Psychology 3 Credit Hours**

**Monday and Wednesday, 8-9:20 a.m.; BRCC Transylvania Campus (Jan 17-May 8)**

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/behavior sciences.

**Costs:**

Tuition - Free

Fees – approximately $40 per semester

Textbooks available through College Bookstore

**\*These courses will count as 5.0 weighted electives for high school graduation.**

**\*Demonstrate college readiness from an assessment or placement test in English, reading, and mathematics.**



**Associate in Arts Pathway**

**Associate in Science Pathway**

**Online Courses**

**2017-2018**

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 2017**

**\*ECO-252 Prin. Of Macroeconomics 3 Credit Hours**

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.

**Spring Semester 2018**

**\*ECO-251 Prin. of Microeconomics 3 Credit Hours**

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.

**Costs:**

Tuition - Free

Fees – approximately $10 per semester

Textbooks available through College Bookstore

**\*These courses will count as 5.0 weighted electives for high school graduation.**

**\*Demonstrate college readiness from an assessment or placement test in English, reading, and mathematics.**



**Interpreter Education Certificate**

**2017-2018**

***Students completing ASL-111/181, ASL-112/182, ASL-211/281, and ASL-211/281 will earn Interpreter Education Certificate.***

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 2017 and Spring Semester 2018**

**\*ASL-111/181 Elementary ASL I (Hybrid) 4 Credit Hours**

**Monday & Wednesday, 2-3:25 p.m. and Tuesday & Thursday, 2-2:55 p.m. (Aug 23-Oct 17)**

**Monday & Wednesday, 2-3:20 p.m. and Tuesday & Thursday, 2-3:05 p.m. (Jan 17-March 8)**

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 (Hybrid) 4 Credit Hours**

***Prerequisite: ASL 111/181***

**Monday & Wednesday, 2-3:20 p.m. and Tuesday & Thursday, 2-3 p.m. (Oct 19-Dec 13)**

**Monday & Wednesday, 2-3:20 p.m. and Tuesday & Thursday, 2-3:05 p.m. (March 12-May 8)**

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 $60 per semester

Textbooks are available through College Bookstore

**\*These courses will count as 5.0 weighted electives for high school graduation.**



***Students completing ASL-111/181, ASL-112/182, ASL-211/281, and ASL-211/281 will earn Interpreter Education Certificate.***

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

**Spring Semester 2018**

**\*ASL-211/281 Intermediate ASL I (Hybrid) 4 Credit Hours**

***Prerequisite: ASL 112/182***

**Monday & Wednesday, 2-3:20 p.m. and Tuesday & Thursday, 2-3:05 p.m. (Jan 17-March 8)**

This course provides a review and expansion of the essential skills of American Sign Language. Emphasis is placed on the progressive development of expressive and receptive skills, study of authentic and representative literacy and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively using American Sign Language about the past, present, and future. This course has been approved to satisfy the Comprehensive Articulation agreement general education core requirement in humanities/fine arts.

**\*ASL-212/282 Intermediate ASL II (Hybrid) 4 Credit Hours**

***Prerequisite: ASL 211/281***

**Monday & Wednesday, 2-3:20 p.m. and Tuesday & Thursday, 2-3:05 p.m. (March 12-May 8)**

This course provides a continuation of ASL 211. Emphasis is placed on the continuing development of expressive and receptive skills, with study of authentic and presentative literacy and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

**Costs:**

Tuition - Free

Fees – approximately $60 per semester

Textbooks are available through College Bookstore

**\*These courses will count as 5.0 weighted electives for high school graduation.**



**Business Administration Certificate**

**2017-2018**

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.

**Fall Semester 2017**

**\*BUS-115 Business Law I (Hybrid) 3 Credit Hours**

**Monday and Wednesday, 2-2:50 p.m.; BRCC Transylvania Campus**

This course introduces the student to the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are examined. Upon completion the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as pre-major and/or elective course requirement.

**\*CIS-110 Introduction to Computers (Hybrid) 3 Credit Hours**

**Monday, 8-9:15 a.m.; BRCC Transylvania Campus**

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).

**Spring Semester 2018**

**\*BUS-110 Introduction to Business (Hybrid) 3 Credit Hours**

**Tuesday, 11 a.m.-12:15 p.m.; BRCC Transylvania Campus**

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.

**Costs:**

Tuition - Free

Fees – approximately $40 per semester

Textbooks are available through College Bookstore

**\*These courses will count as 5.0 weighted electives for high school graduation.**



**Business Administration Certificate**

**Online Courses**

**2017-2018**

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 (Fall & 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 $10 per semester

Textbooks available through College Bookstore

**\*These courses will count as 5.0 weighted electives for high school graduation.**



**Criminal Justice Technology Certificate**

**2017-2018**

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 2017**

**CJC-111 Intro to Criminal Justice (Hybrid) 3 Credit Hours**

**Monday and Wednesday, 8:25-9:15 a.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, 8:25-9:15 a.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.

**CJC-121 Law Enforcement Ops (Hybrid) 3 Credit Hours**

**Monday and Wednesday, 2-2:50 p.m.; BRCC Transylvania Campus**

This course introduces fundamental law enforcement operations. Topics include the contemporary evaluation of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**CJC-231 Constitutional Law (Hybrid) 3 Credit Hours**

**Tuesday and Thursday, 2-2:50 p.m.; BRCC Transylvania Campus**

The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

**Spring Semester 2017**

**CJC-131 Criminal Law (Hybrid) 3 Credit Hours**

**Monday and Wednesday, 8:25-9:15 a.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.

**CJC-212 Ethics and Community Relations (Hybrid) 3 Credit Hours**

**Tuesday and Thursday, 8:25-9:15 a.m.; BRCC Transylvania Campus**

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. 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-141 Corrections (Hybrid) 3 Credit Hours**

**Monday and Wednesday, 2-2:50 p.m.; BRCC Transylvania Campus**

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as pre-major and/or elective course requirement.

**CJC-112 Criminology (Hybrid) 3 Credit Hours**

**Tuesday and Thursday, 2-2:50 p.m.; BRCC Transylvania Campus**

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

**Costs:**

Tuition - Free

Fees – approximately $55 per semester

Textbooks provided by Transylvania County Schools



**Early Childhood Education Certificates**

**Online Courses**

**2017-2018**

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 Certificate**

**Fall Semester 2017 (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 2018 (Online)**

\*EDU-131 Child, Family, & Community 3 Credit Hours

\*EDU-234 Infants, Toddler & Twos 3 Credit Hours

**Education-Preschool Certificate**

**Fall Semester 2017 (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 2018 (Online)**

\*EDU-131 Child, Family, & Community 3 Credit Hours

\*EDU-145 Child Development II 3 Credit Hours

**Costs:**

Tuition - Free

Fees – approximately $15 per semester

Textbooks available through College Bookstore

**\*Demonstrate college readiness on an assessment or placement test in English and reading.**



**Fire Protection Technology**

**Online Courses**

**2017-2018**

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 2017**

**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 2018**

**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-220 Fire Fighting Strategies (Online) 3 Credit Hours**

This course provides preparation for command of initial incident operations involving emergencies within both the public and private sector referenced in NFPA standards 1561, 1710, and 1720. Topics include incident management, fire-ground tactics and strategies, incident safety, and command/control of emergency operations. Upon completion, students should be able to describe the initial incident system as it relates to operations involving various emergencies in fire and non-fire situations.

**Costs:**

Tuition - Free

Fees – approximately $10 per semester

Textbooks provided by Transylvania County Schools



**Automotive Systems Technology**

**2017-2018**

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 2017**

**Monday-Friday, 8-11 a.m. and 12-3 p.m.**

TRN-111 Chassis Maint/Light Repair 4 Credit Hours

TRN-130 Intro to Sustainable Transport 3 Credit Hours

TRN-140/140A Transp Climate Control 4 Credit Hours

**Spring Semester 2018**

**Monday-Friday, 8-11 a.m. and 12-3 p.m.**

TRN-141/141A Suspension and Steering 4 Credit Hours

TRN-151/151A Brake Systems 4 Credit Hours

**Costs:**

Tuition - Free

Fees – approximately $100 per semester

Textbooks provided by Transylvania County Schools

Tools - Required tools approximately $240



**Computer-Integrated Machining**

**2017-2018**

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. Classes meet Monday through Friday for the full school year.***

**Fall Semester 2017**

**Monday-Friday, 2-3:10 p.m.**

MAC-141AB Machining Applications IA 2 Credit Hours

MAC-141AAB Machining Appl 1A Lab 1 Credit Hour

**Spring Semester 2018**

***Prerequisite: MAC-141AB/MAC-141AAB***

**Monday-Friday, 2-3:10 p.m.**

MAC-141BB Machining Applications IB 2 Credit Hours

MAC-141ABB Machining Appl 1B Lab 1 Credit Hour

**Costs:**

Tuition - Free

Fees – approximately $40 per semester

Textbooks provided by Transylvania County Schools



**Welding Technology**

**2017-2018**

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metal working industry.

Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses may include math, print reading, metallurgy, welding inspection, and destructive and non-destructive testing providing the student with industry-standard skills developed through classroom training and practical application.

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

**Fall Semester 2017**

**Monday-Friday, Fourth Block**

WLD-110 Cutting Processes 2 Credit Hours

WLD-112 Basic Welding Processes 2 Credit Hours

**Spring Semester 2018**

**Monday-Friday, Fourth Block**

WLD-117 Industrial SMAW 3 Credit Hours

WLD-141 Symbols and Specifications 3 Credit Hours

WLD-212 Inert Gas Welding 2 Credit Hours

**Costs:**

Tuition - Free

Textbooks provided by Transylvania County Schools

Lab Fees Waived

**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***



**Course Descriptions with Prerequisites,**

**Textbook, and Tech Requirements**

**General Technical Requirements for all of our courses can be found on our main Web site at** [**http://www.ncvps.org/index.php/technology-requirements/**](http://www.ncvps.org/index.php/technology-requirements/)**.**

***NOTE***: Courses described here may not reflect courses offered in a particular term.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SUBJECT** | **COURSE CODE** | **TITLE** | **DURATION** | **CREDIT** | **LMS** |
| **Arts** | **54152X0** | **Visual Arts (Beginning)** | **Block** | **1** | **Moodle** |
|  | **54162X0** | **Visual Arts (Intermediate)** | **Block** | **1** | **Moodle** |
|  | **54622X0** | **Visual Arts Specialization (Intermediate): Art of Game Design** | **Block** | **1** | **Moodle** |
|  | **54622X0** | **Visual Arts Specialization (Intermediate): Art of Advertising** | **Block** | **1** | **Moodle** |
|  | **54622X0** | **Visual Arts Specialization (Intermediate): Art of Photography** | **Block** | **1** | **Moodle** |
|  | **54635X0** | **Visual Arts Specialization (Proficient): Digital Photography** | **Block** | **1** | **Blackboard** |
|  | **52162X0** | **Music Specialization (Beginning): Music Appreciation** | **Block** | **1** | **Moodle** |
|  | **52162X0** | **Music Specialization (Beginning): Music Business and Recording** | **Block** | **1** | **Moodle** |
|  | **54152X0** | **Visual Arts Specialization (Beginning): Non Western Art** | **Block** | **1** | **Blackboard** |
|  | **54622X0** | **Visual Arts Specialization (Intermediate): Art of Videography** | **Block** | **1** | **Moodle** |
|  | **54622X0** | **Visual Arts Specialization (Intermediate): Visual Journaling** | **Block** | **1** | **Moodle** |
|  | **54622X0** | **Visual Arts Specialization (Intermediate): Art of Fashion** | **Block** | **1** | **Moodle** |
| **Career and Technical Education** | **BA102X0** | **Accounting I** | **Block** | **1** | **Blackboard** |
|  | **CC452X0** | **Career Management** | **Block** | **1** | **Moodle** |
|  | **BP102X0** | **Computer Programming I** | **Block** | **1** | **Moodle** |
|  | **BP405X0** | **Pilot-Computer Science Principles** | **Block** | **1** | **Moodle** |
|  | **BD122X0** | **eCommerce 1** | **Block** | **1** | **Moodle** |
|  | **ME112X0** | **Entrepreneurship I (BE/ME)** | **Block** | **1** | **Moodle** |
|  | **BF052X0** | **Personal Finance** | **Block** | **1** | **Blackboard** |
|  | **BF102X0** | **Principles of Business and Finance (BE/ME)** | **Block** | **1** | **Moodle** |
|  | **BP202X0** | **SAS Computer Programming** | **Block** | **1** | **Moodle** |
|  | **BM302X0** | **Sharepoint** | **Block** | **1** | **Moodle** |
|  | **MU922X0** | **Strategic Marketing** | **Block** | **1** | **Moodle** |
| **Elective** | **96102Y0** | **Middle School Success 101** | **Block** | **1** | **Moodle** |
|  | **96102X0** | **Success 101** | **Block** | **1** | **Blackboard** |
| **English** | **10212X0/10212Y0** | **English I** | **Block** | **1** | **Moodle** |
|  | **10222X0** | **English II** | **Block** | **1** | **Moodle** |
|  | **10232X0** | **English III** | **Block** | **1** | **Moodle** |
|  | **10242X0** | **English IV** | **Block** | **1** | **Moodle** |
|  | **10312X0** | **Journalism** | **Block** | **1** | **Moodle** |
| **Health** | **60102X0** | **Health Education** | **9 Weeks** | **0.5** | **Moodle** |
| **Honors** | **33305X0/33302Y0** | **Anatomy and Physiology Honors** | **Block** | **1** | **Moodle** |
|  | **33205X0/33202Y0** | **Biology Honors** | **Block** | **1** | **Moodle** |
|  | **34205X0/34202Y0** | **Chemistry Honors** | **Block** | **1** | **Moodle** |
|  | **42095X0/42092Y0** | **American History: The Founding Principles, Civics, and Economics Honors** | **Block** | **1** | **Moodle** |
|  | **35015X0/35012Y0** | **Earth / Environmental Science Honors** | **Block** | **1** | **Moodle** |
|  | **BD125X0** | **e-Commerce 1 Honors** | **Block** | **1** | **Moodle** |
|  | **10215X0/10212Y0** | **English I Honors** | **Block** | **1** | **Moodle** |
|  | **10225X0** | **English II Honors** | **Block** | **1** | **Moodle** |
|  | **10235X0** | **English III Honors** | **Block** | **1** | **Moodle** |
|  | **10245X0** | **English IV Honors** | **Block** | **1** | **Moodle** |
|  | **11035X0** | **French III Honors** | **Block** | **1** | **Blackboard** |
|  | **11045X0** | **French IV Honors** | **Block** | **1** | **Blackboard** |
|  | **12435X0** | **Latin III Honors** | **Block** | **1** | **Blackboard** |
|  | **11235X0** | **Mandarin Chinese Language and Culture III Honors** | **Block** | **1** | **Blackboard** |
|  | **11245X0** | **Mandarin Chinese Language and Culture IV Honors** | **Block** | **1** | **Blackboard** |
|  | **22015X0/22012Y0** | **Math 2 Honors** | **Block** | **1** | **Blackboard** |
|  | **23015X0/23012Y0** | **Math 3 Honors** | **Block** | **1** | **Blackboard** |
|  | **24035X0/24032Y0** | **Pre-Calculus Honors** | **Block** | **1** | **Blackboard** |
|  | **44035X0** | **Psychology Honors\*\*\*** | **Block** | **1** | **Moodle** |
|  | **11435X0** | **Spanish III Honors** | **Block** | **1** | **Moodle** |
|  | **11445X0** | **Spanish IV Honors** | **Block** | **1** | **Moodle** |
|  | **43045X0/43042Y0** | **American History I Honors** | **Block** | **1** | **Moodle** |
|  | **43055X0/43052Y0** | **American History II Honors** | **Block** | **1** | **Moodle** |
|  | **43035X0/43032Y0** | **World History Honors** | **Block** | **1** | **Moodle** |
| **Math** | **24002X0/24002Y0** | **Advanced Functions and Modeling** | **Block** | **1** | **Moodle** |
|  | **21032X0/21032Y0** | **Math 1** | **Block** | **1** | **Moodle** |
|  | **22012X0/22012Y0** | **Math 2** | **Block** | **1** | **Blackboard** |
|  | **23012X0/23012Y0** | **Math 3** | **Block** | **1** | **Blackboard** |
| **Science** | **33202X0/33202Y0** | **Biology** | **Block** | **1** | **Moodle** |
|  | **35012X0/35012Y0** | **Earth / Environmental Science** | **Block** | **1** | **Moodle** |
|  | **34102X0/34102Y0** | **Physical Science** | **Block** | **1** | **Moodle** |
|  | **30202X0** | **Forensic Science** | **Block** | **1** | **Moodle** |
| **Social Studies** | **46012X0** | **African-American Studies** | **Block** | **1** | **Moodle** |
|  | **42092X0/42092Y0** | **American History: The Founding Principles, Civics, and Economics** | **Block** | **1** | **Moodle** |
|  | **96102X0** | **Leadership Development** | **Block** | **1** | **Moodle** |
|  | **47002X0** | **Medieval Studies** | **Block** | **1** | **Moodle** |
|  | **44032X0** | **Psychology\*\*\*** | **Block** | **1** | **Moodle** |
|  | **43042X0/43042Y0** | **American History I** | **Block** | **1** | **Moodle** |
|  | **43052X0/43052Y0** | **American History II** | **Block** | **1** | **Moodle** |
|  | **43032X0/43032Y0** | **World History** | **Block** | **1** | **Moodle** |
| **Test Prep** | **96022X0** | **SAT Prep** | **Block** | **1** | **Moodle** |
|  | **96072X0** | **ACT Prep** | **Block** | **1** | **Moodle** |
| **World Languages** | **12212X0/12212Y0** | **Arabic I** | **Block** | **1** | **Blackboard** |
|  | **12222X0/12222Y0** | **Arabic II** | **Block** | **1** | **Blackboard** |
|  | **11812X0/11812Y0** | **Russian I** | **Block** | **1** | **Blackboard** |
|  | **11822X0/11822Y0** | **Russian II** | **Block** | **1** | **Blackboard** |
|  | **12412X0/12412Y0** | **Japanese I** | **Block** | **1** | **Blackboard** |
|  | **12422X0/12422Y0** | **Japanese II** | **Block** | **1** | **Blackboard** |
|  | **11212X0/11212Y0** | **Latin I** | **Block** | **1** | **Blackboard** |
|  | **11222X0/11222Y0** | **Latin II** | **Block** | **1** | **Blackboard** |
|  | **11412X0/11412Y0** | **Mandarin Chinese Language and Culture I** | **Block** | **1** | **Blackboard** |
|  | **11422X0/11422Y0** | **Mandarin Chinese Language and Culture II** | **Block** | **1** | **Blackboard** |
|  | **12012X0/12012Y0** | **Spanish I** | **Block** | **1** | **Moodle** |
|  | **12022X0/12022Y0** | **Spanish II** | **Block** | **1** | **Moodle** |
|  | **11012X0/11012Y0** | **French I** | **Block** | **1** | **Blackboard** |
|  | **11022X0/11022Y0** | **French II** | **Block** | **1** | **Blackboard** |

**NCSSM Course Offerings**

**A flexible, cost-effective solution for offering advanced STEM courses.**

North Carolina School of Science and Mathematics provides interactive videoconferencing (IVC) courses to schools across North Carolina. Courses are provided tuition-free.

With two-way videoconferencing, students collaborate in project teams and whole-class discussions with students at other schools across the state — developing the skills required by business and industry. NCSSM teachers monitor the class in real time, assessing student learning and ensuring that students engage with the course materials and with each other.

***\*\*\*Courses listed in the below schedules are active links that will take you to a detailed course description and video highlighting what makes each course unique.***

**Fall 2017**

\*\* Indicates a two-course sequence. Students must register for the fall and spring courses in the sequence.

**1st Block**

[**Honors Aerospace Engineering**](https://www.ncssm.edu/ivc-courses/honors-aerospace-engineering)

[**8:15 - 9:25 am**](https://www.ncssm.edu/ivc-courses/honors-aerospace-engineering)

[**Honors Forensic Science**](https://www.ncssm.edu/ivc-courses/honors-forensic-science)

[**8:15 - 9:25 am**](https://www.ncssm.edu/ivc-courses/honors-forensic-science)

**2nd Block**

[**Honors Forensic Science**](https://www.ncssm.edu/ivc-courses/honors-forensic-science)

[**10:15 - 11:25 am**](https://www.ncssm.edu/ivc-courses/honors-forensic-science)

[**Honors Genetics and Biotechnology**](https://www.ncssm.edu/ivc-courses/honors-genetics-and-biotechnology)

[**9:50 - 11 am**](https://www.ncssm.edu/ivc-courses/honors-genetics-and-biotechnology)

[**Honors Aerospace Engineering**](https://www.ncssm.edu/ivc-courses/honors-aerospace-engineering)

[**9:50 - 11 am**](https://www.ncssm.edu/ivc-courses/honors-aerospace-engineering)

[**Honors Statistics\*\***](https://www.ncssm.edu/ivc-courses/honors-statistics)

[**9:50 - 11 am**](https://www.ncssm.edu/ivc-courses/honors-statistics)

**3rd Block**

[**Honors Genetics and Biotechnology**](https://www.ncssm.edu/ivc-courses/honors-genetics-and-biotechnology)

[**11:40 - 12:50 pm**](https://www.ncssm.edu/ivc-courses/honors-genetics-and-biotechnology)

[**Honors Forensic Science**](https://www.ncssm.edu/ivc-courses/honors-forensic-science)

[**11:45 - 12:55 pm**](https://www.ncssm.edu/ivc-courses/honors-forensic-science)

[**Honors Calculus\*\***](https://www.ncssm.edu/ivc-courses/honors-calculus)

[**11:40 - 12:50 pm**](https://www.ncssm.edu/ivc-courses/honors-calculus)

[**Honors Computer Science**](https://www.ncssm.edu/ivc-courses/honors-computer-science-2)

[**11:40 - 12:50 pm**](https://www.ncssm.edu/ivc-courses/honors-calculus)

**4th Block**

[**Honors African American Studies**](https://www.ncssm.edu/ivc-courses/honors-african-american-studies)

[**1:45 - 2:55 pm**](https://www.ncssm.edu/ivc-courses/honors-african-american-studies)

[**Honors Physics**](https://www.ncssm.edu/ivc-courses/honors-physics)

[**1:45 - 2:55 pm**](https://www.ncssm.edu/ivc-courses/honors-physics)

**Spring 2018**

\*\* Indicates a two-course sequence. Students must register for the fall and spring courses in the sequence.

**1st Block**

[**Honors Aerospace Engineering**](https://www.ncssm.edu/ivc-courses/honors-aerospace-engineering)

[**8:05 - 9:15 am**](https://www.ncssm.edu/ivc-courses/honors-aerospace-engineering)

[**Honors Forensic Science**](https://www.ncssm.edu/ivc-courses/honors-forensic-science)

[**8:05 - 915 am**](https://www.ncssm.edu/ivc-courses/honors-forensic-science)

**2nd Block**

[**Honors Foundations in Multivariable Calculus**](https://www.ncssm.edu/ivc-courses/foundations-of-multivariable-calculus)

[**9:50 - 11 am**](https://www.ncssm.edu/ivc-courses/foundations-of-multivariable-calculus)

[**Honors Forensic Science**](https://www.ncssm.edu/ivc-courses/honors-forensic-science)

[**9:50 - 11 am**](https://www.ncssm.edu/ivc-courses/honors-forensic-science)

[**Honors Genetics and Biotechnology**](https://www.ncssm.edu/ivc-courses/honors-genetics-and-biotechnology)

[**10:15 - 11:25 am**](https://www.ncssm.edu/ivc-courses/honors-genetics-and-biotechnology)

[**AP Statistics\*\*
9:50 - 11 am**](https://www.ncssm.edu/ivc-courses/ap-statistics)

**3rd Block**

[**Honors Forensic Science: Anthropology**](https://www.ncssm.edu/ivc-courses/honors-forensic-science-anthropology)

[**11:40 - 12:50 pm**](https://www.ncssm.edu/ivc-courses/honors-forensic-science-anthropology)

[**AP Calculus AB\*\***](https://www.ncssm.edu/ivc-courses/ap-calculus-ab)

[**11:40 - 12:50 pm**](https://www.ncssm.edu/ivc-courses/ap-calculus-ab)

**4th Block**

[**Honors Physics**](https://www.ncssm.edu/ivc-courses/honors-physics)

[**1:30 - 2:40 pm**](https://www.ncssm.edu/ivc-courses/honors-physics)

**SCIENCE**

**Honors Forensic Science**

This course focuses on the application of basic biological, chemical and physical science principles and technological practices to the purposes of justice in the study of forensic science as it relates to judicial and civil issues. The class is designed around authentic performance assessments with students working in teams to solve crimes using scientific knowledge and reasoning. Through lab work, students will apply inference and deductive reasoning to the investigation and potential solving of crimes. It involves all areas of science including biology, anatomy, chemistry, physics, and earth science with an emphasis in complex reasoning and critical thinking. In addition, students must incorporate the use of technology, communication skills, language arts, art, family and consumer science, mathematics and social studies. This course requires the ability to write clear and concise lab and investigative reports. Good writing skills are imperative. This course also deals with graphic content. Parents are asked to sign a permission slip at the beginning of the course, but students are expected to be mature when dealing with this content. Prerequisites Completion of Language Arts/ English with a grade of "A", completion of Biology I, completion of Algebra II, and completion of a Placement Exam with a score of 70 or above. NCSSM will provide a placement test to be administered by the school at the time of registration.

Grade Level: 10-12

**Honors Forensic Science: Anthropology**

This upper level science course provides a broad overview of forensic anthropology – an applied field of biological anthropology that seeks to recover, identify, and evaluate human skeletal remains within a medico-legal context. In this course, students will learn to identify the bones of the human skeleton, as well as basic recovery techniques and crime scene investigation. We will then apply this knowledge towards the techniques used by forensic anthropologists to determine sex, age at death, ancestry, and stature; and how to estimate time since death and identification of trauma to bone. Finally, students will explore the role forensic anthropologists play in mass disaster and human rights investigations, as well as the associated ethical responsibilities that come with working with human skeletal remains. This course requires the ability to write clear and concise lab and investigative reports. Good writing skills are imperative. Prerequisites Completion of Language Arts/ English with a grade of "A", completion of Biology I, completion of Algebra II, and completion of Honors Forensic Science with a grade of "C" or above. Students must demonstrate maturity in other classes, be highly motivated, and have a strong background in science.

Grade Level: 10-12

**Honors Genetics and Biotechnology**

What do crime scene investigations, agriculture, medicine, conservation biology and manufacturing have in common? They have all been revolutionized by biotechnology! Almost every day we read about new developments in the rapidly changing fields of genetics and DNA-based biotechnology. In this course, students will first explore classical genetics and then move onto examining the structure and function of DNA and proteins. With state-of-the-art laboratory experiments, students will analyze DNA fingerprints from a crime scene, genetically transform bacteria and investigate their own DNA! Finally, they will survey the applications of biotechnology in many diverse fields and discuss in depth how biotechnology is changing our daily lives and our future. With the decline of traditional manufacturing in North Carolina, biotechnology is positioned to become a vital part of North Carolina’s 21st century economy. Prerequisites Completion of Biology I with a B or higher and completion of Algebra II

Grade Level: 9-12

**Honors Physics**

This course is a hands-on, inquiry based introductory course which combines both “conceptual” and “mathematical” approaches to learning physics. The course covers the laws of mechanics and their applications. Students will learn to solve real problems by investigating real systems. Investigations will cover physics topics that are fun and engaging for the students. Students will design experiments, use accurate measuring equipment and construct and test conclusions based on accurate data. Prerequisite Completion of Algebra II with a C or higher

Grade Level: 10-12

**ENGINEERING & TECHNOLOGY**

**Honors Aerospace and Engineering**

In this course, students design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering. Using 3-D design software, students work in teams utilizing hands-on activities, projects, and problems and are exposed to various situations encountered by aerospace engineers. Prerequisites Completion of Algebra II

Grade Level: 10-12

**Honors Computer Science**

In this program, students will be exposed to broad topics of computer science such as Digital Information, Cybersecurity, Big Data as well as a strong laboratory component to help students apply computer science skills to solve real-world problems. They will be engaged in projects that investigate each stage of problem solving. This is a strong conceptual and demonstration based curriculum that will teach not only algorithms and programming, but more importantly, critical-thinking and abstraction. Skills that are in high demand across all industries. Prerequisites or Suggested Skills Math II Grade Level: 11-12

**MATHEMATICS**

**Foundations of Multivariable Calculus**

Designed for students who have completed AP Calculus BC, this course will give students a strong foundation for completing multivariable calculus at the college level. This course includes the theory and application of vector functions and partial derivatives. Topics include a vector approach to regression modeling, the Frenet-Serret equations, continuity and differentiability of functions of several variables, gradients and directional derivatives, and classic optimization problems. Numerical methods such as Newton’s Method for solving non-linear systems and modeling with vector-valued functions of scalar and scalar-valued functions of a vector are included. Prerequisites or Suggested Skills Students must have successfully completed AP Calculus BC and earned a score of 4 or 5 on the AP Calculus BC Exam or received permission from the NCSSM Dean of Distance Education. NCSSM will provide a placement test to be administered by the school at the time of registration.

Grade Level: 11-12

**Honors Calculus/AP Calculus AB Course (two-course sequence) Honors Calculus**

This course is rich in technology and applications, and prepares students for the AP Calculus AB Exam. AP Calculus develops the student’s understanding of the concepts of the Calculus (functions, graphs, limits, derivatives) and provides experience with methods and applications. The course encourages the geometric, numerical, analytical, and verbal expression of concepts, results, and problems. Prerequisite Completion of Precalculus with an “A” and the recommendation of the math teacher. Students should have a strong background in algebra and functions, including polynomial, exponential, logarithmic, and trigonometric. Students should also have knowledge of basic graphing calculator functions … graphing an equation, determining a Window, use of the built-in Intersect, Maximum, Minimum, Zero, & Value functions. A summer assignment will be sent to enrolled students. The completion of the summer assignment is mandatory. Schools will be asked to supply the following student information: PSAT scores- both Verbal and Mathematical and ACT scores.

Grade Level: 10-12

**AP Calculus AB**

The second half of the two-course sequence, AP Calculus continues to develop the student’s understanding of these concepts of the Calculus (functions, graphs, and integrals) and provides experience with methods and applications. With the course curriculum established by The College Board, the course is to be representative of college-level mathematics. The course continues to encourage the geometric, numerical, analytical, and verbal expression of concepts, results, and problems. The semester’s work includes ongoing review of the first semester topics and preparation for the AP exam. Prerequisite: Successful completion of the NCSSM Honors Calculus course, offered in the fall semester. Schools will be asked to supply the following student information: PSAT scores- both Verbal and Mathematical and ACT scores.

Grade Level: 10-12

**Honors Statistics/AP Statistics (two-course sequence) Honors Statistics**

This first part of a year-long course covers the content of a typical introductory college course in Statistics. In colleges and universities, the number of students who take a Statistics course is almost as large as the number of students who take a Calculus course. (At least one Statistics course is typically required for majors such as engineering, psychology, sociology, health science, mathematics, and business.) The first semester will provide an overview and introduction to Descriptive Statistics, and will introduce students to the major concepts and the tools for collecting, analyzing, and drawing conclusions from data. The completion of the summer assignment is mandatory. Prerequisite: Students must have completed a course beyond Algebra II with a B average or better and have strong algebra skills. They must also possess strong verbal skills as well as sufficient mathematical maturity and quantitative reasoning ability. A summer assignment will be sent to enrolled students. The completion of the summer assignment is mandatory. Schools will be asked to supply the following student information: PSAT scores- both Verbal and Mathematical and ACT scores.

Grade Level: 10-12

**AP Statistics**

The second half of the two-course sequence, AP Statistics covers the methods of Inferential Statistics, and will introduce students to the major concepts of hypothesis testing and confidence intervals. With the course curriculum established by The College Board, the course is to be representative of college-level mathematics. The semester’s work includes ongoing review of the first semester topics and preparation for the AP exam. Prerequisite: Successful completion of the NCSSM Honors Statistics course, offered in the fall. Schools will be asked to supply the following student information: PSAT scores- both Verbal and Mathematical and ACT scores.

Grade Level: 10-12

**HUMANITIES**

**Honors African American Studies**

This interdisciplinary course provides an introduction to African American history, literature, and culture. Students examine significant social, political, economic, and religious issues as well as issues of identity in the lives of African Americans from the sixteenth to the present. In addition to primary and secondary source readings, students explore texts ranging from slave narratives, folktales, and spirituals to the works of past and contemporary writers, artists, musicians, and filmmakers. Through a variety of assignments and activities, students continue to develop their skills in reading, speaking, and research, with special emphasis on the writing process. Prerequisites None Grade Level: 10-12

TIPS FOR SUCCESS

FRESHMAN YEAR:

● 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 8 scholarships. Work hard and it will pay off!

● Ask for help when needed!

SOPHOMORE YEAR:

● 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 YEAR:

● 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 YEAR:

● 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

● Apply for scholarships noted on the scholarship bulletin board in Guidance and on the school website

**It is always a good idea to create a resume of high school activities and update it each year to use for college applications, scholarships or career prospects.**